

## Dear Colleagues,

Welcome to our new faculty members and welcome back to everyone else! Sue Rupp, our newly appointed faculty director, and Catherine Ross, the newly arrived managing director, have been busy this summer at the Teaching and Learning Center and have many new and exciting opportunities ready to go. We have a high standard to meet given the TLC history of offering many enticing workshops, and we hope to continue this standard of excellence.

For those of you who are new to Wake Forest, I am Catherine Ross, the new managing director of the TLC. I moved here in June having spent the last twelve years working at the University of Connecticut as the associate director of the Institute for Teaching & Learning and director of Faculty Development Programs. I am thrilled to be coming into such a vibrant center with a long history of faculty commitment and leadership. I look forward to this new academic year as a year of collaborations and conversations about how the Teaching and Learning Center can build on its past successes. I am delighted to be working with Sue Rupp, my Faculty co-director and with the members of the TLC committee. Sue is a longtime faculty member at Wake Forest, having joined the History Department in 1993. A Russianist who teaches a range of courses, from the history divisional and FYS to upper division surveys and seminars, Sue has participated in a variety of TLC activities over the years, and hopes to draw upon the center's rich past in helping faculty in the college as well as the graduate and professional schools become more effective teachers in the future. And of course Sue and I couldn't do what we do without our dedicated assistant, Deborah Snyder, who has been with the TLC since 2001.

For those of you who are returning to campus as not quite so new faculty, you will find some changes when you go to our website at [www.wfu.edu/tlc/](http://www.wfu.edu/tlc/). Sue Rupp, Deborah Snyder and I have reworked the descriptions and requirements for both Course Development Grants and the Teaching Initiative grants. They are now completely distinct sources of

funding with the Teaching Initiative grants designed to make it easier for more faculty to request and receive smaller sums of money for one-time, teaching enhancement activities. The university's financial rules have changed a bit as well and Deborah has helped us spell out those requirements so that everyone will be assured of getting their reimbursements in a timely way. The first round of Course Development Grant submissions will be submitted in October, the second round in March. All deadlines and instructions are posted on our website. The Teaching Initiative grants can be applied for at any time during the academic year, but end on June 1 as we wind down the fiscal year.

You will also notice some new types of programs on our website in addition to the excellent workshops that Sue has organized for the fall. The New Faculty Learning Community is one of the new programs we will be launching in mid-September. The purpose of a New Faculty Learning Community is to provide ongoing support for new faculty as they navigate their first semester of teaching by providing them with a peer support group, opportunities to discuss, ask questions, and get answers about teaching and sometimes just to know that others are experiencing the same triumphs and doubts that they are. The Faculty Book Discussion Group is another opportunity for faculty at all career stages to have ongoing, thought-provoking discussions about the bigger picture issues of teaching in higher education. Departments now have a resource as well, called Teaching To Go, which literally means bringing a workshop on a chosen topic to the department as part of a regularly scheduled meeting. The workshops can range from five minutes to an hour, the topics are listed on our website.

As we work with the members of the TLC committee to diversify and expand the programs and services the TLC offers, we continue to offer a number of sessions each semester that address perennial concerns by drawing upon the experiences and insights of our faculty. Upcoming sessions for fall 2010 deal with topics such as designing and assessing oral presentations, reconceptualizing

course syllabi, incorporating service learning into courses, and establishing and developing mentoring relationships with advisees. And it's not too early to think about ideas for the spring workshops! If you have a topic you would like to offer as a workshop, or a topic that you would find helpful, please email Sue at [rupp@wfu.edu](mailto:rupp@wfu.edu) with your suggestions for spring semester sessions.

You can register for workshops, join the new faculty or book discussion groups, and find out more about funding for teaching development simply by going to our website ([www.wfu.edu/tlc/](http://www.wfu.edu/tlc/)). Our workshops will also be announced in emails and are available on the PDC calendar. But don't forget to stop by the TLC (330 ZSR Library) to chat, to introduce yourself, and to claim your free book ("Making Time, Making Change: Avoiding Overload in College Teaching") for making the effort to come in and see us! We look forward to seeing many of you at our open house reception on Wednesday, September 8th.

## TEACHING TIP FOR BEGINNING THE SEMESTER

*As a way to begin the semester on a positive note, I thought I'd share one faculty member's thoughts on helping students understand your expectations.*

### The Virtues of My Students

1. My students are **precautious**. If they are going to have exam conflicts, they will tell me during the first two weeks of the semester.
2. My students are **responsible**. They collect phone numbers and e-mails from at least four students in the class; this consists of their Backup Team.
3. My students are **conscientious**. When they miss a class, they immediately copy the class notes from somebody in their Backup Team.
4. My students are **good writers**. After a test, they take responsibility when they have something in mind but write something different.
5. My students are **unafraid** of questions, especially the students who sit at the back of the class.

6. My students are **realistic**. They know that if they do not come to class, they cannot earn a good grade. If they do not dedicate at least 10 hours per week to my class, they never expect an A.

7. My students are **social and cooperative**. They work to learn together in teams in and outside of class.

8. My students are **self-confident**. They know that the statement: "I do not want to go to the board because I do not know how to do it" is a fallacy. They come to my class because they are going to learn, so that everybody in class has the capability of solving the problems.

9. My students are **adults**. When they must miss a class, they neither apologize to me for

not coming nor report their reasons with e-mails. Instead, they contact members of their Backup Team to learn about what happened in the missed class and about how to prepare for the coming class.

10. My students are **reliable**; they submit their assignments on time, even when I do not remind them to do so.

11. My students are **thoughtful**; they take the first minute of the class to turn off their cell phones. If their cell phone rings during the class, they take that emergency call outside by leaving the classroom and not returning until the next class.

12. My students are **down-to-earth**; they know that their grades express achievement

(as described in the grading policy) and not their effort. They know that the sentence: "I deserve to pass this class because I work hard" is a fallacy.

– *From the POD Network (Professional and Organizational Development Network) Listserv*

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