Dear colleagues,

I had the dream last night. THE dream. Chaos... running to class, forgot my documents, can’t find the room, now late for class, I have the wrong day, class was supposed to meet yesterday, I missed it, c’est mort, I’m in BIG trouble. I wake up.

I have variations of this dream before every semester. If you do too, know you’re not alone (search Larry Cuban "Anxious Dreams..." for some good anxiety stories). If you don’t, lucky you. Please share your secret.

I'd like to welcome you to our first *Teaching and Learning Center Weekly (TLC Weekly),* a way for us to share articles and perspectives on teaching and learning and to inform you about TLC sponsored events. Once we have the TLC website up and running, we’ll welcome submissions and contributions from faculty and staff who wish to share resources and their own perspectives with colleagues.

AUP’s TLC, established last year as a support system for faculty, creates opportunities for faculty members to reflect on and discuss their teaching philosophies and practices, and promotes faculty endeavors to explore and experiment with imaginative ways to engage students in thoughtful learning in and beyond the classroom.

First and foremost, I’d like to introduce our new **TLC Fellows**, Elena Berg and Russell Williams.

- Elena teaches courses in Environmental Science and Animal Behavior for the Department of Computer Science, Math and Environmental Science. Elena’s recent research has focused on the evolution of behavior and life history strategies in seed beetles, and she and Claudio Piani have recently embarked on a study investigating the effects of climate change on beetle biology. Elena has been involved in numerous team teaching projects and will work towards developing and promoting cross-disciplinary co-teaching initiatives at AUP.

- Russell teaches all levels of writing in the English writing sequence, as well as the course Product’n, Translat’n, Creat’n, Publicat’n for the Department of Comparative Literature and English. Russell’s research focuses on the contemporary French novel, particularly the work of Michel Houellebecq.Given Russell’s keen understanding of the technological environment inhabited by our “digital native” students, he will help us think about how new technologies can be exploited in and around the classroom, while also exploring how best students can be encouraged to disconnect, at the appropriate moment.

**Events scheduled so far (rooms TBA):**

**Mellon Pedagogical Seminars**: 17-18h30 on Wed., Oct. 5 and Nov. 9

Theme: Electronic Devices and the Classroom

**Teaching with the Visual History Archive**, workshop organized by Brian Schiff, the Schaeffer Center, 17-18h30 on Wed., Sept. 28.

**Informal lunch conversations** (bring your lunch): 12-13h15 on Tues., Sept. 13, Sept. 27, Oct. 11, Oct. 25, Nov. 8, and Nov. 22

These lunch conversations will provide a space for us to talk informally about our teaching and our students’ learning. Examples of topics proposed by colleagues last year are dealing with the first weeks of class, the invitational syllabus, and team-teaching. We can also view videos and/or read articles about interactive teaching, lecturing, and learning to guide our discussions. Suggestions are welcome.

**The book** *Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do (Issues of Our Time),* by social psychologist Claude Steele, is our suggested reading for the year. New faculty members have received a copy and we’re ordering more.

I also highly recommend Fabien Truong’s (2015) *Jeunesses françaises: Bac+5 made in banlieue.* Thanks to Geoff Gilbert for the tip.

Finally, if you're looking for **teaching suggestions/ideas**, Cornell University has kindly shared many fabulous teaching resources with the public:

[https://www.cte.cornell.edu/](https://www.cte.cornell.edu/%22%20%5Ct%20%22_blank) (click on “Teaching ideas” on top menu bar)

Best wishes to all for a productive and enjoyable semester,

Rebekah