It's surprising how when I started my journey into mathematics, my peers and myself found ways to distance ourselves from our teachers -- to convince ourselves of their superior knowledge, and the idea they're just acting for their job. Participation in the UTA program, however, changed that idea for me. Directly working with a mentor to help students learn math in the classroom, as well as tutoring in the MTL gave me a rush of pedagogic adrenaline, a feeling of self satisfaction that stemmed from not the discovery of math but the dispersal of it. My ability to perform in classes (in my opinion) excelled because I was able to identify and see what my teacher's intents were with newly given assignments, explanations, and requests to delve deeper. These such requests turned, in essence, from requests to expressions that I found I would personally give to a student when I believed something was particularly important. In essence, it made my academic *empathy* stronger. With academic empathy came constant practice in the MTL and classroom, where students would come in with questions and my desire to help them would ultimately lead down a bit of a rabbit hole. As far as communication is concerned, it's hard to believe how many different ways you learn to say the same thing for an explanation, but eventually -- it seems, one of them ends up clicking. It is that moment of a 'click' in a student, where-in-which they understand the material being explained to them on a deeper level and grow to appreciate it that gave me such a boost. I've been taught another lesson by the MTL program, in particular reference to 'superior knowledge'. When I entered the program, I had just finished vector calculus, and convinced myself my knowledge was sub-par. As people came in and I helped them (stumbling on the way sometimes) I felt myself forced to improve, and realized that when students would look at me like some sort of 'guy-who-knows-the-math', I felt like how I would look at superiors above me. In reality, it seemed, everyone has some degree of lacking confidence, everyone has some pitfalls, it's just that luckily (it seems) educators find a way to push through those pitfalls to come out triumphant. I feel more confident now in classes surrounded by people who seem so much better and more matured mathematically than I do now because I understand that math isn't a race -- it's a marathon. Of course someone with more time and more classes under your belt is quicker on some problems than you, they've taken more classes! I would definitely recommend the UTA program for any undergraduate who gets a self-satisfied thrill out of just talking about math with others, as you'll have no shortage of those opportunities here.