CREATING AN INCLUSIVE CLASSROOM

The Office of the Dean of the College and the Center for Teaching are excited to announce an upcoming event connected to our current work on diversity, equity, and inclusion. Dr. Hsiao-Wen Lo will offer a workshop entitled "Creating an Inclusive Classroom Environment: Barriers and Strategies" from **12-3 p.m. on Friday, February 26** in the Center for Teaching. Lunch will be provided. Space is limited; if you'd like to attend, please contact **Elizabeth Skomp**.

Dr. Lo will offer practical suggestions and strategies for use in the classroom, and she will shape the workshop around Sewanee-based scenarios supplied by faculty participants. To that end, if you would like to contribute a scenario or situation pertaining to inclusion (or exclusion) in the classroom, please e-mail Dr. Lo directly (**info@drloinannarbor.com**) by Friday, February 12th. Let her know if you wish to remain anonymous. She adds, "The key element of the scenarios is that they are interpersonal, rather than about policy making or strategic planning--for example, comments made during office hours or behaviors in class."
Would You Like a Map with That?

On January 29, a new teach & tell record for attendance was set by Chris Van de Ven, GIS instructor and Director of the Landscape Analysis Lab. Nineteen faculty attended his talk, “Would You Like a Map with That? Adding your own maps, data, and spatial analyses is easier than you think.” Chris showed some excellent examples of online maps that can be incorporated into different classes, such as interactive demographic maps, weather maps, historical topographic maps, “story maps” created to follow a character through a city, and maps of the local Sewanee area. He also shared some tools for creating your own maps and some useful features of Google maps and Google Earth as well as ArcGIS, a program available to Sewanee faculty at arcgis.sewanee.edu/js_lidar/. We were unable to record Chris’s talk, but his PowerPoint (with links) and practical how-to guides for mapmaking are available on our Google Drive. Chris is also willing to speak to faculty who are interested in learning more and has been visiting classes as well. Email chvandev@sewanee.edu to set up an appointment. For folks in the Humanities who are interested in incorporating GIS into their classes, you might also consider joining the Digital Humanities FLC, described later in this newsletter.
A Message from the Sponsored Research and Undergraduate Research Offices

Ron Pongdee, Director of Undergraduate Research
Leigh Lentile, Sponsored Research Officer

We write from the Sponsored Research and Undergraduate Research Offices, following the first of what we hope will be many productive programming offerings for faculty interested in developing an external research agenda. Many of you may not realize that meeting with faculty candidates, participation in new faculty orientation, and ongoing programming to raise awareness about internal and external support services is a relatively new undertaking at Sewanee. We are thrilled to support Dean Papillon and Associate Dean Skomp as we start to see a subtle shift in culture at Sewanee to encourage and support faculty development in the many and various forms that it takes at an undergraduate liberal arts institution.

Getting Started

We would like to thank those of you who have visited the Research at Sewanee website. There you will find information about how the grants process works at Sewanee, as well as information about internal and external funding opportunities. You will also find a link to send your CV and share your research interests and plans. The number of grants submitted from Sewanee faculty has increased in recent years, and several new faculty have already submitted pre- or full proposals. This fact alone speaks volumes to the recent shifts in emphasis on external research agendas. It is important to celebrate successes, and we believe we should celebrate submissions and your professional development: placing yourself in a strong, competitive position to attract internal and external funds.

It’s not a level playing field when it comes to grants. In some fields, the opportunities for those seeking external support may be few and far between. In the STEM disciplines there are many high-dollar award grants for sophisticated equipment and multi-year awards. The good news is that almost every discipline has special programs that provide resources for early career funding, and for almost any program or source of support that you want to pursue there is a resource guide, webinar or workshop that you can attend. There may be funds in our offices or other sources of internal support that can help you access these resources.

Scholarship and creative production can take many forms. Expectations may vary among departments, and it is important to talk to your Chair, your Deans, and us—we can give you ideas and help you to set realistic, incremental goals. Keep similar conversations going with your mentors,
your post-doctoral advisors, and your colleagues, particularly outside of Sewanee. Identify successful people in your field, and look at their websites and CVs. Ask them how they managed to balance teaching, service, and development of an external research profile. Look to see how they were funded at various points in their careers, and consider asking them to share tips or copies of successful proposals so that you might apply to similar sources for support.

A History Lesson
We’d also like to give you a brief overview of undergraduate and sponsored research at Sewanee. Credit goes to our first Director of Undergraduate Research, Rob Bachman, for his leadership and synthesizing most of this history. About 10 years ago we began a concerted effort to think more programmatically about undergraduate research and how research in general fits into Sewanee’s academic culture.

In 2007 Bachman, Rich Summers, Richard O’Connor, and Tom Sanders attended a workshop in Arizona sponsored by NSF and CUR. One of the commitments to participate in this conference on formalizing undergraduate research at primarily undergraduate institutions was to conduct a self-study of research at Sewanee and to set institutional goals. We have now met most of those goals with the formalization of our offices, an institutional membership in CUR, and a vibrant research symposium every spring. In a few short years we have shifted our focus from simply promoting opportunities to attempting to meet the substantial demand for internships and programming, including Scholarship Sewanee and other undergraduate research activities.

Recent Developments
One exciting new development is that the offices of Sponsored Research and Undergraduate Research are now working very closely together. We met with most of the department chairs last semester, and we have learned about many of the research-related challenges that various departments and faculty face, and we are working closely with Associate Dean Skomp and others to raise awareness and develop solutions.

We repeatedly heard that faculty would like to know more about internal funding opportunities. As a result, we are developing programming to raise awareness, improving websites, and making ourselves available to speak at events and departmental meetings. Some of you have successfully sought and/ or received funding, but some of you may not know where to begin. Please know that you have many great resources on this campus, and if you need to travel to a training event, a workshop, or a meeting with a collaborator or find funding for an undergraduate research assistant, we encourage you to discuss your needs with us. We are eager to help you develop a roadmap that will lead to the development of an external funding
agenda, and we can connect you with the internal resources that you need to put your plan into action.

**Putting It into Practice**

Some general advice, no matter the target or the timing, is to

- Start early! Seek input for clarity, novelty, broader impacts, and avoid technical writing problems. We read that 30% of federal proposals don’t meet the basic requirements, and as a result, are never reviewed. We certainly don’t want your proposal to be in that stack!
- Don’t be afraid to be adventurous and look at all types of funding sources—internal, external, private, public, consortial, etc. It is amazing how often we see possibilities once we know what type of funding that you need.
- Focus your thinking and writing on asking questions instead of answering them. If you already knew all the answers, then you most likely would not need the funding for your project.
- Build on accomplishments and demonstrate progress. Make sure your proposal reads as if you are asking for a continued investment. Don’t be afraid to leverage support that you have already received if appropriate. Your internal grants demonstrate the confidence that the institution has in your work.
- Framing is everything, and you need to know your potential funder. Many funders are very clear about what they want to fund, and you may need to adapt your project to their interests. It doesn’t make sense to apply for every opportunity you find, but flexibility, or perhaps inviting a collaborator to address areas outside your expertise, can certainly open doors.

Always make sure that you are answering the 3 big questions:

- **What are you doing?**
- **How are you doing it?**
- **Why it is significant?**
  (Think big, and don't be shy!)

We realize that all of this advice might be more useful and relevant if you simply had more time, and so we will leave you with this advice. View proposal writing, whether for an internal or external audience, as a key component of your professional development. Writing proposals and seeking grants can become an integral part of your scholarship and professional life, but you must make time for it. The first step is to start a relationship with us and others who can assist or mentor you. Grant-seeking is a competitive process, but there are many great resources out there, and we are more than willing to connect you to them. Please don’t wait for the perfect time to work on a grant. It’s a process, it’s critical to your scholarship and academic success—now is the perfect time!
What is an FLC?

A Faculty Learning Community is a small, trans-disciplinary, informal group of colleagues with a common interest who get together regularly to share ideas, strategies, and enjoy conversation. Unlike a working group or task force that has a concrete goal to achieve or report to produce, and unlike a committee that deals with college “business,” an FLC is an informal group. Each FLC tailors their experience to members’ interest. We like this definition borrowed from Southern Methodist University’s Center for Teaching Excellence: “a peer-led group of faculty members who engage in an active, collaborative, year-long program, structured to provide encouragement, support, and reflection.” At Sewanee, the format of our FLCs vary: some discuss brief readings, some “troubleshoot” problems and share concrete strategies for the classroom, some have no agenda and let the conversation unfold naturally. All Sewanee FLC’s are theme-based, and most average between 8 and 12 members. We currently have the following FLC’s up and running. If you’d like to join one, it’s not too late! The facilitator for each one is listed below; feel free to contact him/her. Snacks always provided, and gatherings take place at the Center for Teaching (2nd floor, duPont library). If you have an idea for a theme-based FLC in the fall, please let Betsy know.

CURRENT FLCs and FACILITATORS

- Scholarship of Teaching and Learning (Jordan Troisi - jdtroisi@sewanee.edu)
- Teaching in the Arts (Courtney World - coworld@sewanee.edu)
- Inclusiveness in Classroom Practice (Al Bardi - cabardi@sewanee.edu)
- Digital Humanities (Margo Shea - mmshea@sewanee.edu)
- Grant Writing (Leigh Lentile - lblentil@sewanee.edu)
- Beginning Language Instruction (Betsy Sandlin - bsandlin@sewanee.edu)

Connected Colleagues

As part of our ongoing efforts to enhance and support a community of teacher-scholars at Sewanee, the CFT hosted a pizza lunch for participants in our Connected Colleagues program. We wanted to thank them for their participation in the program, provide some optional resources (conversation starters / questions to discuss in their groups), and get some initial feedback about how the program is going. Most CC groups are three colleagues from different disciplines and ranks who gather once a month for coffee and conversation. These are informal groups designed to be mutually beneficial to all who participate. Currently we have fifty faculty in the program.
OUTSIDE THE GATES

UPCOMING OPPORTUNITIES

15th Annual TBLC Conference
March 3-5, 2016
Albuquerque, NM

The Team-Based Learning Collaborative (TBLC) invites educators to attend our 15th annual Conference on Team-Based Learning at the Hotel Albuquerque at Old Town in Albuquerque, New Mexico.

The TBLC is a group of educators dedicated to supporting faculty that have implemented, or wish to implement, Team-Based Learning (TBL). Our past Conferences have been attended by educators from many different disciplines and K-12 education, and from many different institutions around the world.

Pre-Conference workshop choices include:

- Team-based Learning 101
- Creating a Team-based Learning Module
- Becoming a Team-Based Learning Trainer-Consultant

The Conference will open with a plenary by Dr. Leslie Fall, professor of pediatrics at Geisel School of Medicine at Dartmouth and executive director of MedU. Dr. Fall’s plenary is sure to be an exciting start to our Conference.

The Conference will include hands-on workshops, data-based oral presentations, and poster sessions. Workshops will be organized around fundamentals, innovation, and scholarship tracks. While Fundamentals sessions will provide attendees with the basics of Team-Based Learning and how to do it, Innovation and Scholarship sessions will challenge attendees to further develop their skills or to collect/analyze/publish their data on Team-Based Learning.

Finally, the Conference location offers a variety of fun possibilities for your free time, including touring the Albuquerque Museum, visiting nearby Indian Pueblo Cultural Center, or opting for a ghost tour of historic old town.

May 19-21, 2016
High Point University
High Point, NC

Almost a quarter of a century has passed since Ernest L. Boyer, in Scholarship Reconsidered, called for the recognition of teaching as an object of rigorous, evidence-based scholarly inquiry. The scholarship of teaching and learning now encompasses a wide range of theories and methods, and an impressive body of findings that teachers can use to make learning deeper, more lasting, and transferrable. But where are we now with SoTL? How do SoTL-based educational interventions interface with student-centered teaching approaches, such as problem-based learning (PBL) and undergraduate research and creative works (URCW)?

Keynote speakers will include Dr. Saundra McGuire, fellow of the American Association for the Advancement of Science, and Dr. C. Edward Watson, Director of the Center for Teaching and

Speaking SoTL:
Student-Centered Scholarship of Teaching and Learning Conference
Learning at the University of Georgia.

We invite you to share your emerging, in progress, and completed research in the scholarship of teaching and learning, particularly where that research highlights student-centered teaching and learning. Possible topics might include:

- SoTL in problem-based and active learning;
- Collaborative and/or student-designed SoTL projects;
- SoTL of flipped, online, and hybrid learning environments;
- SoTL of experiential and hands-on learning.

We welcome proposals for individual or panel presentations, roundtables, or posters. Individual submissions will be grouped into sessions with similar themes. Sessions are 75 minutes long, with three 20-minute presentations and time for Q&A.

Submission deadline: March 15

**SoTL Commons Conference**

March 30 - April 1, 2016
Coastal Georgia Center
Savannah, GA

The Centers for Teaching & Technology will host the 9th annual “The SoTL Commons” conference in Savannah, Georgia.

The conference has an international scope but an intimate feel: Listen to high quality presentations from nationally and internationally recognized speakers. Join in conversations and collaborations on SoTL with a community of scholars from around the world.

Conference strands include:

- Online learning
- Teaching with technology
- Assessment
- Academic and professional development
- Learning theories and pedagogy
- Non-Research Projects About SoTL

Keynote speakers for this conference include:

- Dr. Trent Maurer – Professor of Child and Family Development, Director of the School of Human Ecology Undergraduate Research Program, Georgia Southern University
- Dr. Sarah Leupen – Senior Lecturer, Department of Biological Sciences and Honors College, University of Maryland Baltimore County
- Dr. Lendol Calder – Professor of History, Augustana College

Mark your calendars and make plans now to join us for the 64th National Conference on Science Education in the heart of Music City! National Science Teachers Association (NSTA) is returning to Nashville in 2016, yet this time at the brand new, state-of-the-art Music City Center. We will be joined by thousands of energized attendees from all over the country, all of whom can’t wait to meet you. Our conference attendees are spending lots of time on the exhibit hall floor talking to people like you to find out what’s hot in science education today. Last year, over 50% of our attendees spent an average of three or more hours of their conference experience on the exhibit floor.

We project …

- Over 10,000 science teachers and administrators attending both from the US and abroad
- 2,500+ academic sessions and presentations
- More than 400 commercial workshops
- Over 400 exhibiting organizations

The NSTA Exhibit Hall is a must-see! NSTA brings you the leading science education companies and organizations to showcase products, services, curricula, and much more. You’ll discover something new and exciting in the world of science teaching.

**64th Annual NSTA National Conference**

March 31 - April 3, 2016
Music City Center
Nashville, TN
FUNDING OPPORTUNITIES

UPDATES ON GRANTS

The Center gives grants to groups of faculty members or individual faculty members for projects for which the purpose is to enhance the quality of teaching at the University. The Center's mandate "is to encourage and promote teaching excellence among our faculty." In our funding, we favor projects that promise a long-term impact on teaching and learning.

For work to be carried out during the summer of 2016 or during the 2016-2017 academic year, applications must be received by **Tuesday, March 1, 2016.** Please feel free to contact any member of the Advisory Board with any questions about the Center for Teaching Grants. A link to the Grants webpage can be found **HERE.**

UPDATE ON MINI-GRANTS

Mini-grants should be used for an activity directly related to a class you are teaching. The request can be up to $500. To date, there has been over **$3,600** in mini-grants awarded to faculty members. The projects that have been funded for mini-grants include:

- Field trip to Tennessee Aquarium
- Class screening of "Yesterday" at the SUT
- Inviting speaker to campus to discuss HIV/AIDS
- Field trip to the Alabama Shakespeare Festival

A link to the Mini-Grants webpage can be found **HERE.**

INTERNSHIP DEADLINES

ACE internships are opportunities provided by alumni, parents, and friends of Sewanee specifically for Sewanee students. **February 15** is the deadline for students to apply for these opportunities as well as on-campus research assistantships. The application deadline for the **ACE Medical Internships**, as well as for **Biehl International Research Fellowships**, is **March 1**.

Students may approach you to ask about internships or to ask you to serve as a reference. Students applying for medical internships may ask you to **complete a recommendation form**.

Sewanee provides funding, through a competitive process, for students pursuing unpaid internships. Last summer, $415,000 was awarded to nearly 200 students who interned in 24 states and 11 countries. **Funding deadlines are March 1 (research opportunities) and April 1 (all other opportunities).**

CAREER AND LEADERSHIP DEVELOPMENT

OUR WEBSITE AND CALENDAR