We are thrilled to announce that the Center for Teaching’s new space is open! We are located on the 2nd floor of duPont Library. Sewanee faculty and staff have access at any time by swiping their University ID at one of the key card access points. The space is perfect for quiet work or for conversations with colleagues. We have a couch and comfortable chairs, coffee and tea always available, lots of tables and chairs on wheels that can be reconfigured in various ways, and many outlets for your laptops. If you are interested in reserving the room for a meeting, simply contact one of the co-directors (Deon or Betsy). Otherwise, feel free to drop in during our BYOL (Bring Your Own Lunch) hours for collegial conversation, our “Un-office” hours (for quiet work like writing, research, or grading), or any time there is not an event scheduled. For information about the availability of the space, please check our Google Calendar HERE.

We would like to extend a sincere "Thank You!" to some of the people who were instrumental in the development and renovation of this space. They include:

John Swallow, Executive Vice-President and Provost
Terry Papillon, Dean of the College
Vicki Sells, Associate Provost for Information Technology Services
Michael Ostrowski, Academic Technology Services
Michael Gardner, Director of Physical Plant Services
Marty Hawkins, Physical Plant Services
The Center for Teaching Task Force
The Former Directors of the Center for Teaching
Ken Bain Visits Campus!

In conjunction with his visit to discuss the first-year student book, *What the Best College Students Do*, we will welcome author Ken Bain to campus. He will offer two sessions for faculty to discuss *What the Best College Teachers Do*. The first session will be on Tuesday, September 22nd from 4:30-5:30 pm (with light refreshments being served). The second session will be on Wednesday, September 23rd from 12:00-1:00 pm (lunch will be served; sign up for lunch with Betsy). These will be two identical sessions. We especially encourage our colleagues who participated in last semester's book group (and those who didn't) to attend! The Center for Teaching is planning on having another book group this year to discuss *What the Best College Teachers Do*. So come by and hear what the author's perspective is on this exciting text.

Open House and 20th Anniversary Celebration!

Please join us for our official open house and 20th anniversary celebration for the Center for Teaching on Friday, Sept. 25th from 4:00-6:00 p.m. Enjoy drinks and light refreshments as we celebrate the history of the CfT and the opening of our new space. Professor Emeritus Sherwood Ebey, who founded the Center in 1995, will be in attendance along with other past directors. Please stop by and visit for as much or as little time as you’d like.
Balancing Teaching and Research: A Discussion

Our teach & tell lunch series started this year with “Balancing Teaching and Research: A Discussion,” led by Reinhard Zachau (German), Kelly Whitmer (History) and Rob Bachman (Chemistry). The session focused on the art of balancing teaching with the pursuit of an active research agenda and publishing. Panelists addressed the differences in research approaches and expectations in their particular disciplines; they also focused on their own strategies for balancing high quality teaching with research. If you did not get a chance to attend, the video from this discussion is available HERE. Finally, in the near future, Kelly will make another appearance to speak on this subject.

Is Good Writing Universal? Writing Across the Curriculum

A dozen faculty from various disciplines participated in the first of several events we will co-sponsor with Writing Across the Curriculum this semester. Virginia Craighill, Director of WAC, led us in a conversation on Thursday, Sept. 9 on the topic, ”Is Good Writing Universal?: How do we recognize it, and more importantly, how do we teach it?” The next discussion with WAC will be at 4:30 pm on Thursday, October 22nd. As requested by participants of the first session, the topic will be tiered assignments. Please feel free to join us, even if you did not attend the first session.

UPCOMING CO-SPONSORED EVENT

On Tuesday, September 29th from 12:30-1:30 pm, we will co-sponsor a discussion with Don Asher entitled ”Writing Great Letters of Recommendation”. This event is in collaboration with Career & Leadership Development. Lunch will be provided!

More information about these events will be sent via email. As a reminder, the Center for Teaching is always happy to co-sponsor events related to teaching.
Something New! Faculty Learning Communities

Just a reminder, we are facilitating the formation of Faculty Learning Communities (FLCs) or discussion circles of 5-15 colleagues that are focused on specific issues. While we are beginning to match people with similar interests, as indicated on our recent programming poll, we are also happy to help you put together your own groups. When putting together an FLC, these two questions should be considered:

**What teaching (or campus) issues are you passionate about?**

**What issues would you like to know more about?**

Then, you find a handful of other interested colleagues, and let Betsy know. For instance, an FLC has formed about beginning language instruction, an idea that came out of conversations and shared frustrations in the hallways of Gailor. Betsy can help you find materials to read and other resources if desired. The Center will provide the space, coffee/tea, and snacks to facilitate your discussions. We assume FLCs will meet every few weeks, but it will be up to each group to determine what works best for them. If you would like to lead an FLC on a certain topic, just drop Betsy a line.

Team Observing Peers (TOP) Program

The Center for Teaching is happy to announce a new program for faculty development. The Team Observing Peers (TOP) program enables faculty members to learn from each other through mutual observation. The goal is to gain new ideas, strategies, and techniques for classroom teaching and to share goals and common concerns. This program is formative, not evaluative; it is an avenue for faculty development. It will not be a part of anyone’s tenure or promotion review process. In short, teams of three faculty members will be created based on similar disciplines and teaching styles/methods. Each of the team members will visit each other’s classrooms to provide constructive and effective feedback on the classroom experience. Materials to facilitate the classroom observations and feedback sessions will be provided. There will be approximately six teams in the fall semester. We will have another round of teams formed in the spring semester, so if you didn’t get a chance to join a team this semester, you will have another chance.
OUTSIDE THE GATES
UPCOMING OPPORTUNITIES

The Teaching Professor Technology Conference
October 2-4, 2015
New Orleans, LA

At The Teaching Professor Technology Conference, you’ll take a close look at the diverse technologies that are influencing the ways teachers teach and students learn today—and, at the same time, discover pedagogically effective ways to integrate these new technologies in your courses and on your campus.

At this three-day conference, October 2-4, 2015, you’ll join faculty, instructional designers, faculty developers, educational technology leaders, and other higher education professionals curious about new ways that technology is altering the learning environment.

The 2015 Teaching Professor Technology Conference will include sessions on:
- Faculty Development
- Course Design
- Legal Issues and Policy
- Grading and Feedback
- Student Engagement
- Content Delivery

Global Learning in College
October 8-10, 2015
Fort Lauderdale, FL

The foods we eat, the products we buy, the medicines and medical procedures we use, the energy resources and technologies that guard our health and safety and bring us comfort, are artifacts of the interconnected systems that link people, places, and things around the globe. The new understandings that we gain from living and learning with those who are unlike us are essential for flourishing in this interconnected environment. But embedded in these same systems are deep and enduring risks—conflicts that resist resolution, public health issues that defy containment, and environmental degradation that affects our quality of life at home, at work, and in local, national, and international arenas.

As diverse peoples, cultures, religions, and ideas move around the world,

- How are colleges and universities preparing students to meaningfully and constructively understand and engage difference?
- How can new educational research foster greater appreciation for the profound nature and complexities of identity—including how deeply rooted in culture, religion, power, privilege, and place one’s sense of identity can be?
- How can systems thinking help us better understand global interdependencies and more effectively navigate a complex world?
- How are educators collaborating across disciplines, campuses, and communities to seize global learning—to investigate the world from multiple perspectives and to share knowledge—in ways that more effectively prepare students to address real-world issues and make the world a better place for all?

Ready to Learn: How to Get Your Students to Come to Class Prepared
October 23, 2015
Atlanta, GA

Getting students to come to class prepared is a constant battle.

Exasperated instructors often fall into the trap of using valuable class time to summarize key points of the readings, instead of getting students to apply, analyze, and examine what they learned. It’s time for a new approach.

In this one-day workshop, you’ll learn how you can get your students to come to class prepared through a unique course design.

After this workshop, you’ll be able to:

- Design a course using an interactive teaching model in which students come to class prepared and class time is used for higher-level thinking and skill development.
- Write class preparation assignments to guide students in their readings and to inform and stimulate class discussion.
- Design a definitional grading system for any course (one of the categories should be class preparation).
- Avoid the common pitfalls of using class preparation assignments.
- Incorporate student writing assignments without creating a heavy grading burden.
- Design an interactive course that allows space and time for student voices and shows respect for students’ intellectual abilities.
An Update on Our Funding Opportunities

The Center for Teaching receives an annual budget to fund projects that are focused on enhancing the quality of teaching at the University. Our grants program is divided into two categories:

- **Mini-grants (less than $500)**
- **Grants (less than $3000)**

**MINI-GRANTS**

Mini-grants should be used for an activity directly related to a class you are teaching. Examples of what the mini-grants can support include the following:

- honoraria for guest presenters,
- food and travel expenses for off-campus class visits (e.g., travel to an exhibit, performance, or site), and
- classroom materials that may not be covered by regular departmental funds.

Mini-grants are reviewed on a rolling basis by the co-directors of the Center for Teaching.

All University faculty are eligible. Preference will be given to those who have not received past grants and for new course offerings. Only one application per faculty member per semester.

**GRANTS**

Grants are geared towards projects that promise a long-term impact on teaching and learning. Our funding priorities are:

- Supporting pedagogical development and teaching innovations.
- Developing or significantly enhancing teaching or courses which [a] connect faculty’s research, writing, or creative expression more closely to teaching, or [b] meet pressing curricular needs.
- Professional enhancement or programs that contribute to effective teaching.
- Significant course development or revision activities other than those listed above.

In general, Center for Teaching funds will not be used for materials or projects which are more appropriately supported by other University budgets (e.g., Research Grants, departmental budgets). In addition, we cannot fund equipment purchases, make any individual awards that exceed $3000 (approximately 10% of our fiscal year budget), support an individual’s progress toward an advanced degree, or provide further support for awardees who do not file final reports.

For work to be carried out during the remainder of the 2015-2016 academic year (i.e., prior to Commencement 2016), applications must be received by **Friday, November 6, 2015**. For work to be carried out in the summer of 2016 or during the 2016-2017 academic year, applications must be received by **Tuesday, February 16, 2016**. Only one application per faculty member per semester. Innovation grants are reviewed post-deadline by the Advisory Board (**Rae Manacsa, Tam Parker, Emily Puckette, Heidi Syler, Jeff Thompson, and Jordan Troisi**).
The Center for Teaching Advisory Board for the 2015-2016 academic year has been established. The following faculty and staff are on the Advisory Board:

<table>
<thead>
<tr>
<th>Board Member</th>
<th>Affiliation</th>
<th>Rank</th>
<th>Term Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tam Parker</td>
<td>Religion</td>
<td>Full</td>
<td>1 year</td>
</tr>
<tr>
<td>Jeff Thompson</td>
<td>Art and Art History</td>
<td>Associate</td>
<td>2 years</td>
</tr>
<tr>
<td>Heidi Syler</td>
<td>Library and ITS</td>
<td></td>
<td>3 years</td>
</tr>
<tr>
<td>Rae Manacsa</td>
<td>Politics</td>
<td>Associate</td>
<td>4 years</td>
</tr>
<tr>
<td>Jordan Troisi</td>
<td>Psychology</td>
<td>Assistant</td>
<td>5 years</td>
</tr>
<tr>
<td>Emily Puckette</td>
<td>Mathematics and CS</td>
<td>Full</td>
<td>5 years</td>
</tr>
</tbody>
</table>

The Advisory Board has the following responsibilities:
- Assist with programming ideas and implementation
- Assessment of programming
- Strategic planning
- Budgetary planning
- Grant proposal review
- Serve as a liaison between the Center and his/her home and allied department(s) and program(s)

The Advisory Board meets bi-weekly to discuss the aforementioned topics, as well as other areas pertinent to the running of the Center. Please feel free to contact any member of the Advisory Board with any questions or concerns about the Center for Teaching.

BETSY SANDLIN
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Associate Professor, Spanish
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DEON MILES
Co-Director, CFT
Professor, Chemistry
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Our Website and Calendar!
The Center for Teaching has a website and a Google Calendar. We are very grateful to Denise Davis and Walker Adams for their assistance.

[www.sewanee.edu/offices/center-for-teaching/](http://www.sewanee.edu/offices/center-for-teaching/)

Please take a look, and let us know if you have any suggestions. Keep checking back for new content and updates!

Center for Teaching Google Calendar

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