



## Friday at the Center: September 23, 2005

### Bewilderment and Beginnings

Who are those fresh-faced, extremely young, loud and enthusiastic teens roaming our beautiful campus? Yes, gulp, those are our new first-year students—all 718 of them. Add the transfers, the new graduate students, and all the returning students, and the lovely mad race of education will begin on Monday. Anticipating that first day of class, remember: first impressions matter! Here's some advice from the Carnegie Washington State Professor of the Year for 2004, our own Luke Reinsma: "The first two days of class—even the first 15 minutes of the quarter—will make or break a class. It's crucial that you get students talking—that you not just hand out a syllabus and send students off to do their homework, already numb to the prospect of another quarter of a teacher talking *at* them." This comes from Luke's handy list of "Ten Things To Do or You can Kiss Your Class Goodbye," which *Friday @ the Center* will occasionally cite during this quarter.

### Teaching and Learning Circles

Are you interested in meeting regularly with other faculty to discuss teaching? Consider joining a Teaching and Learning Circle, sponsored by the Center. Each group will consist of five to eight faculty, who will meet three times a quarter to discuss a book about teaching, which the Center will provide. Circle One will read *Leaving the Lectern*, by Dean A. McManus, an emeritus professor of Oceanography from the University of Washington. Professor McManus describes how he changed the way he taught—moving from traditional lecture and exams to cooperative learning and student projects. It's a humorous and readable account of a research scientist who was never taught how to teach but gradually fell in love with helping students learn. Circle Two will read *Teaching as Believing*, by Chris Anderson, a professor of English at Oregon State University. A highly personal and meditative book, *Teaching as Believing* traces Professor Anderson's re-commitment to his Catholic faith and his struggles to incorporate that faith into his classroom at a secular institution. While his context is different from our own, I think many of his experiences and comments are perceptive and applicable. Parker Palmer describes this book as "a seamless weave of intellect and love that honors the highest standards of the academic vocation and the deepest needs of the human heart."

If you are interested in joining either of these Circles, please send me an email to that effect, along with a list of the usual times during a week in fall quarter that you would be available to meet. And if you and some colleagues would like to form a third Circle to discuss a particular aspect of teaching, send me a proposal!

### Grants and Fellowships News

Check out some of the following opportunities:

- Grants of \$30,000 for “Improving Institutional Research in Postsecondary Educational Institutions,” at <http://www.airweb.org>. Deadline: Jan. 15, 2006.
- Summer/Short-Term Research Publication Grants of \$6,000 fund women college and university faculty to prepare research for publication, at [http://www.aauw.org/fga/fellowships\\_grants/american.cfm](http://www.aauw.org/fga/fellowships_grants/american.cfm). Deadline: Nov. 15, 2005.
- One-month fellowships at the Library Company of Philadelphia, for work in Early American Economy and Society or Colonial and U.S. History and Culture, at [www.librarycompany.org](http://www.librarycompany.org). Deadline: May 1, 2006.
- Digital Innovation Fellowships of \$55,000, plus project costs of up to \$25,000 for a major scholarly project that takes a digital form. Open to scholars in all areas of the humanities and humanistic social sciences. Projects might include but are not limited to digital research archives, new media representations of extant data, innovative databases, and digital tools that further humanistic research. See <http://www.acls.org/difguide.htm>. Deadline: Nov. 10, 2005.

Happy Teaching!

**SUSAN**

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