

## Friday @ the Center: May 12, 2006

### Fulbright Grants for Students

Why aren't more SPU students applying for Fulbright Scholarships? This prestigious program provides a wonderful opportunity to live and study overseas. There are a variety of grants available in over 140 countries, some for graduating seniors and others for graduate students. Fulbright English Teaching Assistantships, perfect for graduating seniors, are now available to over 20 countries. Fulbright full grants provide funding for round-trip travel, maintenance for one academic year, health and accident coverage, and full or partial tuition. Post BA students can teach English, conduct an independent study project, or take courses as a non-matriculated student abroad. Why not encourage some of your most gifted and adventurous students to explore this possibility? Current SPU juniors would apply in October for a Fulbright award for the year following their graduation in 2007. Graduate students may also apply to conduct research overseas as part of their thesis or dissertation work. Encourage potential applicants to attend the Fulbright Application meeting on **Tuesday, May 23**, from 5 to 6 p.m. in the Library Seminar Room. Also direct them to the Fulbright U.S. Students Program website at [www.fulbrightonline.org](http://www.fulbrightonline.org). All currently enrolled SPU students must apply through the SPU campus process, administered by the Center for Scholarship and Faculty Development. Applications are due in the Center by **October 2, 2006**, so students must work on putting a strong application together over the summer.

### Apply for the Weter Lecture!

The Faculty Affairs Committee is currently accepting applications to be next year's Weter Lecturer, the annual SPU Faculty Lecture. Proposed topics should advance knowledge in one's discipline and promote the interests of that specialty within the context of the Christian liberal arts university. The address will be presented in the spring of 2007 and will be published by the University in booklet form for distribution to the community. The recipient of the award will receive an honorarium and the fancy engraved Weter medallion sported at many a high ceremony event by previous lecturers. See more information at <http://www.spu.edu/depts/aao/WETERAPPGUIDELINESasp.asp>. Applications are due on **Monday, May 15**.

### UW Undergraduate Research Conference

Six SPU undergraduate students will be presenting their research at the Ninth Annual Undergraduate Research Symposium at the University of Washington on May 19, 2006. Please join me in congratulating Ben Creelman, Engineering; Linda de Laveaga, Psychology; Katie Klug, Chemistry; Bethany Samuelson, Biology; and Alison Thompson and Katherine Hourmiel, Biology. SPU faculty are welcome to attend the symposium, from noon to 5 p.m. in Mary Gates Hall. A detailed schedule of the exact times of the presentations and posters is available at <http://www.washington.edu/research/urp/symp/>.

### Spring Teaching Tip

National studies confirm our intuitive sense that undergraduate (and graduate!) students increasingly come to us unprepared to read and comprehend what they read. Thus, when we give a reading assignment, students may dutifully pass their eyes over the text but nonetheless come to class without a clue as to what the material actually said. If we then wish to debate issues, consider applications, reflect on the implications, evaluate the positions—we find students unable to do so. While one solution may be to abandon reading assignments in favor of providing information via lecture and PowerPoint, I believe that an important part of a liberal arts education

is helping students learn how to read, comprehend, and think. That means, instead of just lamenting students' inabilities, I need to structure activities to help them *learn how to read*. I know, I know—they should have learned this already. But many of them haven't. A variety of reading prompts can assist students: study questions, a reflection question given before the reading that they must respond to before class, partial outlines that they need to complete, writing summary paragraphs, etc. Why not brainstorm a little about how to teach effective reading in your own discipline?

### Don't Forget . . .

Tuesday, 12:15-1:15. Faculty lunch and workshop on "Contemporary Moral Issues as Case Studies for Faith and Learning Integration in the Classroom: A Scholarship of Teaching and Learning Project," with Dr. Hessel Bouma, Upper Gwinn.

Thursday, 9:30-10:20. Forum with Dr. Debra Reinstra on "Changing the World and Changing Diapers," DH 150.

Thursday, 12:00-2:00. Faculty women's lunch with Dr. Debra Reinstra, speaking on "Juggling Work and Family," Library Seminar Room.



*Susan*

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