

## Friday @ the Center: May 2, 2008

### Fulbright Information Meeting for Students

The Center is sponsoring an informational session about the 2009-10 Fulbright Student Program on Monday, May 5, at 6 p.m. in DH 360. The Fulbright Student Program provides life-changing opportunities for both undergraduate and graduate students to live, study, research, or serve as an English Teaching Assistant in one of over 155 countries during the 2009-2010 academic year. Options include:

- Current juniors (seniors in the fall) can apply for an independent study/research grant, designing their own projects that might include university coursework, independent library or field research, classes in a music conservatory or art school, special projects in the social or life sciences or a combination.
- Current juniors can apply for an English Teaching Assistant (ETA), offered in 32 countries—many of which do not require proficiency in the host language—in which their primary purpose is to engage students in the classroom. Elaborate study/research projects are not required, but the ETA may propose small research projects or community engagement activities.
- Current seniors who will not be enrolled anywhere as students in the fall are eligible to apply for either of the above programs through SPU as alumni.
- Current graduate students working toward a Masters degree or conducting thesis or dissertation research related to a foreign country are eligible to apply for a research grant.

### Grant Writing Myths: #5

**Myth 5: “Collaborating with colleagues will give more time for grant writing.”** Henson says, “Unfortunately, just the opposite is true. Collaborating on a grant actually requires more time than writing one alone. This does not mean that collaboration is bad. But if you decide to pursue a grant with colleagues, take time from the outset to clarify the roles of all participants. Above all, choose partners who are compatible and who have similar work habits. Choose self-motivated Type A personalities. People with Type B personalities won’t get beyond talking about grant writing anyway, so it really doesn’t matter whether they choose to collaborate.” Gallagher adds, “You know how it always takes less time to do something yourself and more time to work together to do it? Same is true for grants. Yet a multifaceted approach and collaboration still has immense benefits. Time saving is just not one of them. (“Debunking Some Myths About Grant Writing,” by Kenneth T. Henson, *Chronicle for Higher Education*, 2003).

### 2008 Faculty Mini-Courses

I’m pleased to announce this year’s offering of Faculty Mini-Courses: one-day courses that offer faculty the opportunity to take a mini-version of an SPU undergraduate course or to develop new pedagogical strategies. Each course will be offered twice, once in June and again in September, and run from 9 a.m. to 3 p.m. You can register for from one to all four courses in any kind of combination. Each session is limited to 20 participants, who will receive a \$100 honorarium, a free book, lunch, and the stimulation of learning with their colleagues. Enrollment is open only to full-time faculty until June 1, at which point if spaces remain in the June sessions, adjunct and part time faculty will be eligible to enroll. Contact Anna Dufault ([adufault@spu.edu](mailto:adufault@spu.edu)) to reserve your spot now.

This year’s courses include

- *University Foundations 1000: Christian Formation*—a theology course required of all first-year SPU students. Facilitators: Sara Koenig and Jeff Keuss. June 16 and Sept. 17.
- *Designing Good Writing Assignments for Your Classes*. Facilitator: Tom Amorose. June 17 and Sept. 19,

- *Introduction to Women's Studies*—first course in the Women's Studies minor. Facilitator: Jennifer McKinney. June 18 and Sept. 10
- *Teaching and Researching with Multicultural Sensitivity*. Facilitators: Dave Stewart and Karen Quek. June 19 and Sept. 12.



*Susan*

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