

The Craft

A Publication of the Center for Teaching at the University of the South

UPCOMING WORKSHOPS ON INCLUSIVE TEACHING

On **March 5**, the Office of the Dean of the College and the Center for Teaching invite you to a full day of programming with guest **Barbara Lom**, Professor and Chair of Biology at Davidson College. Lom is a former director and long-time facilitator with the ACS Summer Teaching & Learning Workshop. She was a 2017 recipient of the Boswell Family Faculty Fellowship and a 2017 of the Hunter Hamilton Love of Teaching Award, both prestigious awards at Davidson.



As a developmental neurobiologist Dr. Lom teaches courses in neuroscience, developmental biology, and microscopy and mentors undergraduates in her lab examining neuron and synapse formation. She has been active in designing and teaching in The Collaboratory, a novel first semester academic experience at Davidson College piloted in fall 2017. Dr. Lom chairs Davidson's largest science department, leading a team that collaboratively increased Biology majors, revised gateway courses, improved new majority student representation within Biology majors, hired several new faculty members with special emphasis on exclusivity, expanded the curriculum, and designed an innovative new interdisciplinary science building. She recently led the Biology department's successful certification as an "accomplished" department implementing Vision & Change's call to action, where inclusive pedagogy is an essential component of excellence.

We hope you will join us for any or all of her sessions on March 5th. **You can sign up here.**

10:00-11:00 Drop-in hour for one-on-one or small group conversation

12:00-1:30 Practical Strategies for Enhancing Inclusivity in Undergraduate Courses

1:30-2:30 Drop-in hour for one-on-one or small group conversation

3:30-4:30 Toward More Inclusive Courses: Starting with the Gateways

"NOT-YET-WRITTEN: CASE STUDY OF TRIPURA" TEACH&TELL WITH DHARITRI BHATTACHARJEE

Our teach&tell for December 2017, hosted by Dharitri Bhattacharjee of the history department, took us to the northeastern region of India. Bhattacharjee's archival and interview work there, in Tripura, was among the first to make strides to document the region's history.

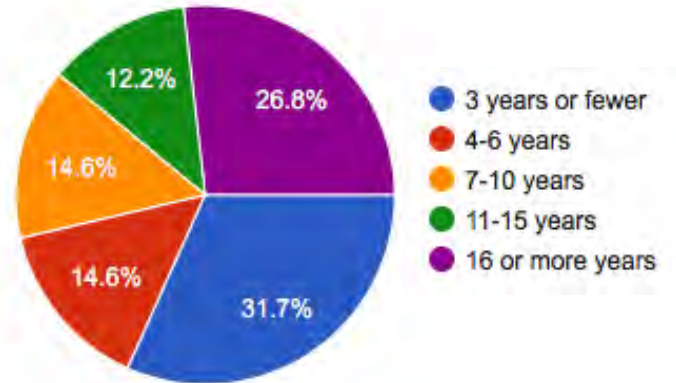
While there, Bhattacharjee collected photocopies and photographs of the small amount of archival records that do exist in the area. Her intention is to have her students analyze these materials in an upcoming unit on Tripura. And indeed, as members of the audience commented, these students will have a truly exciting opportunity on their hands: to help craft the history of a place from its original artifacts.



CENTER FOR TEACHING NEEDS ASSESSMENT

During the fall of 2017, the Center for Teaching conducted an assessment of faculty needs and desires for the Center.

Approximately 40 faculty members completed the survey, and of them, about 90% of those completing the survey were tenured or tenure-track individuals. Additionally, they represented faculty with a wide range of seniority at the university (see the figure to the right).



Programming topics

Those participating reported interest in a number of presentation formats and a number of different topics, including the following:

- **today's students** (e.g., Millennials, students with disabilities, diversity, first-year students)
- **pedagogical practices** (e.g., high impact practices, scholarship of teaching and learning, interdisciplinary teaching, discussions, lectures, alternatives to lectures)
- **current issues on Sewanee's campus**

What Faculty Really Want

Open-ended items also sought information about what faculty "really" want out of CFT events, out of presenters at CFT events, and in order to become a better teacher.

Among the highest priorities for faculty

at CFT events are practical ideas that can be implemented quickly, new ideas, and opportunities to connect with faculty across campus.

They encouraged CFT presenters to develop and articulate take-home ideas, concrete examples, and simplistic presentations. They also wanted more time for discussion and question and answer periods. In a sense, they wanted the presenter to share their experiences, and for the audience to have a chance to chime in as well.

Though this will likely not come as a surprise to most faculty members, to improve their teaching, the thing faculty wanted most was to have more time and fewer outside obligations.

If anything in this summary of our needs assessment makes you want to say more, please reach out to [Jordan Troisi](#) or [Betsy Sandlin](#). We'd be happy to talk!

DEPARTMENT AND PROGRAM ENHANCEMENT GRANTS

Description of enhancement projects from 4 departments that received Department and Program Enhancement Grants in 2017

Politics by Andrea Hatcher

The Department of Politics has experienced significant change in the last decade, particularly a spurt of growth within the last few years as new faculty brought more majors, which necessitated still more faculty members. We managed these changes in the moment quite well, but it was apparent our department needed to pause and think about the trajectory of our future development. On August 24, 2017, the Department of Politics met for its own “Day of Reflection.” Our faculty gathered at the Inn for a day-long workshop before the start of the new academic year, thanks to a Department Enhancement Grant from the Center for Teaching that gave us the space and the fuel to think. There, we engaged in wide-ranging discussion about the organization of our major, the structure of our comprehensive exams, the orientation of our curriculum, plans for an external review, and even how we could better support the research and teaching ambitions of each other. We erased many standing assumptions and engaged in creative consideration about what we want our Department to be—for our students, for us, and for the campus. What resulted was tweaking in some areas, comprehensive revision in others, and, yes, even some creative destruction. We think this extensive meeting, which we hope to make a regular part of our development, has set us on a good path, and we hope bears fruit across This Place. We thank the Center for Teaching for its support.

Art, Art History, & Visual Studies by Jeff Thompson

With the arrival of a new faculty member in the department this year, Art, Art History, and Visual Studies was faced with re-organizing our curriculum for the study of Asian Art History. The CfT enhancement grant allowed us to fund a series of lunch meetings where we discussed how these new courses in Asian art would change the major and, later, the comprehensive examination. As a result, the department is redistributing the courses a student must take in order to major in Art History. Currently, we require students to take one course in each chronological area of Western art history. Today, we are adding an area to this matrix so that Art History majors have the opportunity to gain a global perspective on the history of visual expression and visual culture. Likewise, a new course in Museum Studies will broaden Art History’s interaction with local and regional museums and galleries. Talks are ongoing as to how this might overlap with internships and fellowship opportunities at the college and elsewhere. Of course, these discussions continue, yet we will soon have an Art History major that approaches visual studies from a global perspective and offers courses to students that range from the study of Europe and the Middle East to Asia. Having grant support from the Center for Teaching made—and is making—this process a pleasant one.

DEPARTMENT AND PROGRAM ENHANCEMENT GRANTS (CONTINUED)

Medieval Studies by Matthew Irvin

We used our grant to fund a working lunch for all Medieval Studies faculty, and all those who potentially would contribute to a Medieval and Early Modern Studies Program. There were twelve professors in attendance.

I had prepared and pre-circulated research on all other top 50 small liberal arts colleges and universities in the United States that have Medieval Studies Programs, Medieval and Renaissance Studies Programs, Medieval and Early Modern Programs, or similar programs under another name. It had included correspondence with a significant number of the chairs or directors of programs at other colleges. We discussed the different possible courses of action for the Sewanee program, in terms of our faculty resources, institutional size, expected student interest, and, of course, educational value. We also discussed the possibility of how the structure of the program would work, and how it would be administered. A major priority was finding a way to devolve the leadership of the program from Matthew Irvin, who has been chair for nine years.

While the group was generally in favor of moving towards a Medieval and Early Modern Studies model, there were no volunteers for the leadership position. We decided that moving to a more complex and wide-ranging program, which would almost certainly serve more students, without a new leader would be counter-productive, and resolved that if no leader could be found, to dissolve the Medieval Studies Program over the next academic year (2018-19), allowing all majors and minors to complete their course of study, but taking on no new majors or minors. However, after the meeting was concluded, and notes circulated to those Medieval Studies faculty members not in

attendance, Susan Ridyard offered to chair the Program, as long as it remained a Medieval Studies Program, and did not expand. We resolved to revisit the expansion issue in the 2021-22 academic year.

Music by Stephen Miller

Music Department workshop on teaching Music 101, May 16-17, 2017. With considerable turnover in the past several years, the Music Department determined that the entry-level music history course (Music 101) would benefit from workshopping. Several of our teachers were newly arrived at Sewanee and wanted to hear about how the course had been taught previously, and an instructor believed that hearing about newer pedagogies from younger colleagues would beneficially challenge his approach to the course. The course is the gateway to many upper-level courses, and it would help students taking a variety of music history courses for the faculty to have a better sense of the range of possibilities for 101 in terms of goals, pedagogies, and assessments.

Over several sessions spanning two days last May, we had a wide-ranging discussion of pedagogies, course objectives in general, and the incorporation of new technologies (including a publisher-provided electronic platform that interfaces with Sewanee's Blackboard). Lunch, snacks, and the CFT's classroom were generously funded by a Department and Program Enhancement Grant. By the end of the dialogue we had for the first time established a core repertory of pieces we'll share across all our Music 101 sections, along with enunciating a set of six learning objectives and several other more general departmental goals for the course. We also came up with a new title for the course that we will run by CAPC soon.

Upcoming Grants Deadlines

INNOVATIVE TEACHING GRANTS Deadline: **FRI., FEBRUARY 23**

This grant program is geared towards projects that promise a long-term impact on teaching and learning. Funding priorities include supporting pedagogical development and teaching innovations, as well as developing or significantly enhancing courses.

DEPARTMENT & PROGRAM ENHANCEMENT GRANTS Deadline: **MON., MARCH 5**

This grant program is specifically designed to support departments and programs working collaboratively to undertake significant curricular revision or other work that would benefit from time and space above and beyond regular department/program meetings.

Coming up at the CFT:

Friday, Feb. 9 from 3:00-5:00 pm

Partners & Collaborators: Sewanee Resources

Drop by any time between the hours of 3-5 to talk with representatives from 16 Sewanee offices, centers and programs about what they offer and how you can get involved. This event will take place in BOTH the Center for Teaching and the Torian Room (second floor of duPont Library). Hosted by the Office of Sponsored Research. Snacks and drinks will be provided. [Click here to register!](#)

Thursday, Feb. 15th

Conversations with Donald Norman, Director of Student Accessibility Services

Donald has been working diligently with our students since his arrival to the University Wellness Center in July. Now, he's ready to meet and talk with the faculty. Donald oversees the accommodation process for qualified students with disabilities and provides assistance in addressing any attitudinal and/or physical barriers for students with disabilities. We've organized sign-up slots for up to 10 people in each 30-minute block between 10:00-3:00 on Feb. 15th at the CFT. Coffee, tea, and snacks will be available all day, with light lunch fare available midday. [Sign up here.](#)



OUTSIDE THE GATES

UPCOMING OPPORTUNITIES

2018 ACS Summer Teaching Workshop

June 4-9, 2018

Sewanee, TN

Participants in the ACS Summer Teaching & Learning Workshop will:

- Build on existing strengths in their teaching and identify areas for growth
- Increase awareness of learners' experiences in the classroom
- Explore new teaching and learning strategies
- Contribute to a collaborative community in which they can reflect on their classroom choices and how those choices affect learners and learning

The core of the Workshop is microteaching, which allows participants to teach short "slices" of a lesson and receive immediate feedback from a small group of peers. We also offer plenary sessions every evening. Recent topics have included: theories of learning, problem solving and goal setting, classroom activities (alternatives to lecture), and more.



If you are interested in attending, please let Associate Dean Skomp know as soon as possible, as seats are limited.

10th Annual Conference on Higher Education Pedagogy

February 14-16, 2018

Virginia Tech University

The 10th Annual Conference on Higher Education Pedagogy is focused on higher education teaching excellence and the scholarship of teaching and learning. The conference showcases the best pedagogical practice and research in higher education today. Sessions address disciplinary and interdisciplinary instructional strategies, outcomes, and research. Ultimately, the conference is an opportunity to demonstrate effective

instructional practice and disseminate the latest research aimed at improving the quality of higher education.

FREE WEBINARS available from Stylus Publishing:

February 23, 2018 @ 3pm CST

Joan Middendorf on *Overcoming Student Learning Bottlenecks*

April 20, 2018 @ 3pm CST

Linda Nilson on *Creating Engaging Discussions*

May 18, 2018 @ 3pm CST

Sandra McGuire: *Teach Yourself How You Learn*

These one-hour webinars are completely free.

Learn more and register for the webinar series at the link above.

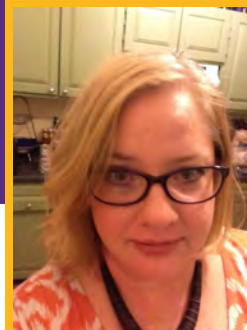


THANKS, DEON!

The current co-directors and members of the advisory board past and present would like to thank Deon Miles for his outstanding years of service, first as co-chair of the task force that envisioned the future of the CFT and then as co-director of the CFT for the last three years. Time flies when you're having fun! For his dedication, his principled leadership, his humor, his budgetary wizardry, and his love of pizza and dessert, we will miss him dearly. We wish him the best of luck in his new role as chair of the Chemistry Department! Thanks to everyone who came out for his send-off on December 19th.



THE ADVISORY BOARD



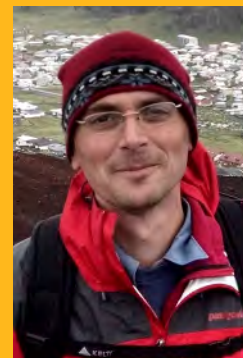
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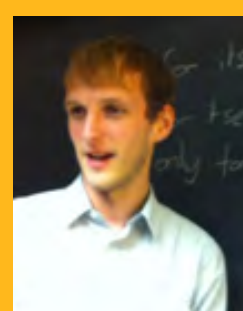
EMILY
PUCKETTE



CHRIS
VAN DE VEN



COURTNEY
THOMPSON



MARK
HOPWOOD



BETSY SANDLIN

Co-Director, CFT
Associate Professor, Spanish
bsandlin@sewanee.edu



JORDAN TROISI

Co-Director, CFT
Assistant Professor, Psychology
jdtroisi@sewanee.edu

OUR WEBSITE AND CALENDAR

