

Knox Faculty Development

Newsletter, almost March 2020

Last Tuesday Soups of the term: March 3 and 10 at noon

Sample a book you've been wanting to read, and get together with a colleague or two from a relevant campus committee to discuss the excerpt. **12 - 1 in AH 219**. Show up when you can; leave when you must. Bring your lunch; I'll bring some (vegan, gluten-free) soup to share, in case your PB&J needs a little help. Here's the schedule:

- **March 3:** [*White Fragility: Why It's So Hard for White People to Talk about Racism*](#) (Robin DiAngelo)--Chapter 9, "White Fragility in Action", and Chapter 10, "White Fragility and the Rules of Engagement" (To read the whole book--highly recommended--here's a link to the [White Fragility](#) ebook in Seymour Library.)
- **March 10:** [*Why They Can't Write: Killing the Five-Paragraph Essay and Other Necessities*](#) (John Warner)--"What About Academics?" (This one's PE1404 .W2596 2018 in Seymour.)

Fridays at Four with Diana Cermak: "Biofuels Week: An Across-the-Curriculum Chemistry Experiment", March 27, 4 pm in E117 SMC

Please plan to attend Spring term's "Fridays at Four"--a beloved Knox tradition in which faculty gather to socialize and learn more about each other's work in a low-key, supportive atmosphere. As usual, wine and conversation at 4; talk begins at about 4:15. It's a good way to see some colleagues you might not run into otherwise. Hope you'll be there to hear Diana talk about pedagogy and better living through chemistry.

Ideas from around the web

- From the *Chronicle of Higher Ed*: "[How to Counter the Isolation of Academic Life](#)" and "[How Do I Map a Path to Full Professor?](#)"
- From *Inside Higher Ed*: "[Advice for Grading More Efficiently](#)"
- From Stanford University's *Tomorrow's Professor* Newsletter: "[Effective Department Meetings: Advice from the Trenches](#)"
- From *Faculty Focus*: "[Do's and Don'ts When Working with International Students in the Classroom](#)" (I'd add one caution, however: International students--well, actually, students from any group--report feeling singled out and "othered" if a professor asks them to speak for their group. For example: "Mo, you're from Australia; can you share with us what Australians think of this?" This is a **VERY BIG DON'T**, no matter how well-intentioned your question.)

On the Faculty Development website

- [Travel envelope 101](#) and/or [Travel Expense Report Spreadsheet](#)
- [4 - year Advising Calendar](#)
- [Tips for Making Grading More Efficient](#)
- [Past newsletters](#)--searchable!

From the ACM website

- Are you looking for faculty and staff on ACM campuses who share your research interests? Use [Macademia](#), a web-based resource developed at Macalester College that visualizes your search results by showing connections between research topics and colleagues.
- How do decisions made on a college campus — about curriculum, facilities, enrollment, and financial aid, for example — play out in the college's budget and affect strategic planning? That question is central to [ICF Online](#), a short professional development course for faculty and administrative staff that explores the economics of higher education and, more specifically, the financial challenges facing small liberal arts colleges. The course is designed to help people with budgetary and planning responsibilities gain an understanding of the dynamics of college finances and use that knowledge to inform campus-wide decision-making.

Snippets from around the web

---A concrete idea to improve students' preparation for class discussions (From Faculty Focus, "[The Illusion of Good Class Discussions and What to Do About It](#)")

“Set clear expectations for all of your students. If we tell students to come to class with questions regarding the reading, for example, it is pretty much like saying, “Do whatever you want.” If we want students to develop specific questioning skills, then we have to be clear about what that means. Here are a couple examples.

- Have students come to class with five questions about the reading: two clarifying questions that the article does not clearly address, two questions that explore connections to related content and/or concepts, principles, axioms, or theories, and one question that explores the implications of the author's reasoning (“If I accept/reject the author's conclusions, what else must I accept/reject?”).
- Have students come prepared with a 3-2-1 activity: Three words that capture the essence of the reading (author's argument), two questions we want to ask the author, and one metaphor, simile, or analogy that expresses the essence of the assigned reading (Ritchhart, Church, & Morrison 2011, 86-92). Our expectations mirror the work we have students do; if the work is vague, then our expectations are...well, vague. “

--A simple tip to help students with “soft skills” from the comments on “[Is Students' Early Career Success Their Professors' Problem?](#)” from *Inside Higher Ed*:

“The most important and simplest “tip” we offer faculty is to tell the student if you see something awry. Tell them “I’ve noticed you aren’t coming to class on time. There is no penalty for that in this class, but I don’t want you to think that it doesn’t matter at all or I don’t notice.” Tell them “Your email was difficult for me to understand, because it was so short and I didn’t know what assignment you were referring to.” Tell them, “I want you to read your assignment before you ask questions because reading and understanding directions, then following up is a skill I want you to learn.” Just. Tell. Them.”

Funding opportunities through CoFR

- **Upcoming CoFR deadlines**

- The deadline for January through May project proposals is past; if something has cropped up, contact Mary at facultydevelopment@knox.edu to alert her that you’ve submitted a proposal.
- The deadline for summer proposals is **April 17**, but CoFR is happy to consider early submissions if it means cheaper airfares.
- Proposals for Fall 2020 must be submitted no later than **May 15** to be considered during the Spring term.

More information, and the application, [here](#).

- **Conference travel allocations (CTAs) through June 30, 2020:** Find more information and an application form [here](#); please apply *before* the conference, and except for the case of unusual last-minute opportunities, no later than **March 1**. If you can stretch your CTA to cover expenses on more than one conference--great. Just email Mary Armon at facultydevelopment@knox.edu with the information about the second conference so we’re not puzzled by your receipts.
- **Supplemental allocation for conference travel through June 30, 2020:** These are decided on a competitive basis after the March 1 “automatic” CTA deadline, and have, in recent years, been limited to faculty who are presenting at more than one conference that requires air travel. Please use the CTA form linked above (but ignore the automatic award amount) or email Mary Armon at facultydevelopment@knox.edu with the information about the second conference; it’s helpful to know about possible CTA needs even if you don’t know yet whether or not you will be accepted to present. CoFR will make decisions about supplemental CTAs in early March.
- **Conference travel allocations for 20 - 21 (anything July 1 or later):** For now, just use the 19 - 20 form linked above. A new form will roll out in Spring.

Funding opportunities through the Stellyes Center for Global Studies

Professional Development Opportunities in Global Studies: Financial support is available for faculty projects in global studies and international education, made possible by a gift from Eleanor Stellyes. The [application form](#) with guidelines for proposals is available on the [Resources for Knox Faculty](#) page of the [Stellyes Center website](#). Examples of fundable activities include:

- **Conference attendance.** Attendance at a conference, institute or workshop focused upon global studies, international education, global service learning, international studies (broadly defined) and/or study abroad. (Max award is approximately \$700)
- **Course Development and Scholarly Advancement.** Participation in a short, advanced course of at least three-weeks duration (or training program), such as intensive language acquisition, tied closely to the development of a course or set of courses for Knox students or in the substantive development of a scholarly project. Alternatively, funding to support collaborative work on the development of a course in the field of global studies, international education, international studies and/or the scholarship underpinning study abroad. (Max award is approximately \$1,000)
- **Distinguished International Visitor Program.** Sponsorship of a distinguished speaker or scholar-in-residence: a scholar, professional, activist or artist whose lecture or performance bears directly upon issues of education in a globalized world, education as international diplomacy, and/or who contributes in her or his talk to a critical understanding of a problem of transnational import and/or brings international perspectives to the entire campus. (Max award is approximately \$1,000)
- **Course- and Program-related Site Visits.** Participation in a site visit, professional workshop or theme-based institute offered by a program provider such as CIEE, DIS, FIE, HECUA, IES, ISA, SFS, SIT, etc (to learn more about a program for which you are the on-campus faculty advisor) or to establish a familiarity with a location abroad to which you intend to take students on a short-term faculty-led course. Planning for the short-term course should be relatively advanced at the time of application and the program must be offered in the academic year or the summer following the scouting trip. (Max award is ~\$1,500 - with awareness that some locations are more expensive than others)

Proposals are reviewed by the Stellyes Center Director in consultation with CoFR. **Deadlines: CoFR deadlines (with rolling consideration when possible).**

The Stellyes Center webpage [Resources for Knox Faculty](#) also has information about international seminars, workshops, fellowships (like the Fulbright Scholars program), curriculum-development resources, international professional networking opportunities and more.