

**Teaching Circles and Mini-Grants  
Reflective Practice Large Group Meeting  
Wednesday, September 5, 2018. 3:30-5:00 pm  
HUB Allegheny Room.**

**Presenters and Facilitators:**

Teaching Circles are a central part of the Center for Teaching Excellence's thriving faculty community. Attend this information session to learn about how to set up and manage your teaching circle, presented by Heide Witthöft. New and returning participants are welcome. Rachel De Soto Jackson will also discuss how to craft a successful mini-grant award to help your teaching circle meet its goals.

**What is a Teaching Circle?**

A teaching circle is "a small group of faculty who make a commitment to work together over a period of at least a semester to address questions and concerns about the particulars of their teaching and their students' learning." See *What is a Teaching Circle* for more information on what teaching circles are and what kinds exist: <https://www.iup.edu/teachingexcellence/reflective-practice/teaching-circles/what-is-a-teaching-circle/> and *Join an Existing Teaching Circle, or Start a New One*, for information on how you can join or form one. <https://www.iup.edu/teachingexcellence/reflective-practice/teaching-circles/join-or-start-a-teaching-circle/> and *Guidelines for Cross-Disciplinary and Departmental Teaching Grants* <https://www.iup.edu/teachingexcellence/awards-and-grants/teaching-circle-mini-grants/guidelines-for-cross-disciplinary-and-departmental-teaching-circle-mini-grants/> to apply for a mini-grant. See *Teaching Circles: Low Cost, High Impact Faculty Development* for a case study of how a teaching circle might work. <https://www.facultyfocus.com/articles/faculty-development/teaching-circles-low-cost-high-impact-faculty-development/print/>

**Books**

- Buller, J. (2010). *The essential college professor: A practical guide to an academic career* (1st ed.). San Francisco, CA: Jossey-Bass. Lb1778.2 B85 2010
- Gorsevski, Ellen W, Gorsevski, Ellen W., & ProQuest. (2016). *Writing Successful Grant Proposals (Teaching Writing)*. eBook
- Jorgensen, B. L., Ballard, S. M., Taylor, A., Carroll, E., & Baugh, E. (2017). Teaching Grant Writing to Undergraduate Students: A High-Impact Experience. In *Field-Based Learning in Family Life Education* (pp. 185-192). Palgrave Macmillan.
- Licklider, M., Attis, D. (2012). *Grant seeking in higher education strategies and tools for college faculty* (1st ed., Jossey-Bass higher and adult education series). San Francisco: Jossey-Bass: Grant Writer Network. eBook

## Articles

- Addis, E. A., Quardokus, K. M., Bassham, D. C., Becraft, P. W., Boury, N., Coffman, C. R., & ... Powell-Coffman, J. A. (2013). Implementing pedagogical change in Introductory Biology Courses through the use of faculty learning communities. *Journal of College Science Teaching*, 43(2), 22-29.
- Badenhorst, C. M., Penney, S., Pickett, S., Joy, R., Hesson, J., Young, G., & ... Li, X. (2013). Writing Relationships: Collaboration in a Faculty Writing Group. *AISHEJ: The All Ireland Journal of Teaching & Learning in Higher Education*, 5(1), 1001-10026.
- Banasik, M.J., & Dean, J. (2016). Non-tenure track faculty and learning communities: Bridging the divide to enhance teaching quality. *Innovative Higher Education*, 41(4), 333-342.
- Bentley, K. M., & Swan, S. A. (2018). Service learning: A useful pedagogy to engage community health education students in a resource management and grant writing course. *Pedagogy in Health Promotion*, 4(2), 83-87.
- Brydges, S., Chilukuri, L., & Cook, G. (2013). Building a faculty learning community at a research university. *Currents in Teaching & Learning*, 5 (1&2), 17-35.
- Evans, H. G., Heyl, D. L., & Liggitt, P. (2016). Team-based learning, faculty research, and grant writing bring significant learning experiences to an undergraduate biochemistry laboratory course. *Journal of Chemical Education*, 93(6), 1027-1033.
- Fassinger, P. A., Gilliland, N., & Johnson, L. L. (1992). Benefits of a faculty writing circle—better teaching. *College Teaching*, 40(5), 53-56.
- Fouad, N. A. (2016). Reflections on Grant Writing from a Vocational Psychologist. *The Counseling Psychologist*, 44(4), 536-545.
- Furco, A., & Moely, B. E. (2012). Using Learning Communities to Build Faculty Support for Pedagogical Innovation: A Multi-Campus Study. *Journal of Higher Education*, 83(1), 128-153.
- Mackert, M., Donovan, E. E., & Bernhardt, J. M. (2017). Applied Grant Writing Training for Future Health Communication Researchers: The Health Communication Scholars Program. *Health Communication*, 32(2), 247-252.
- Nelson, D., & Ruffalo, L. (2017). Grant writing: Moving from generating ideas to applying to grants that matter. *The International Journal of Psychiatry in Medicine*, 52(3), 236-244.
- Reilly, J., Vandenhouten, C., Gallagher-Lepak, S., & Ralston-Berg, P.. (2012). Faculty development for e-learning: A multi-campus community of practice (COP) approach. *Journal of Asynchronous Learning Networks*, 16(2), 99-110.
- Roth, S. M. (2014). Improving Teaching Effectiveness and Student Learning Through the Use of Faculty Learning Communities. *Kinesiology Review*, 3(4), 209-216.
- Shaffer, C., Pearce, M., & Martin, A. (2017). Creating a Culture of Grant Writing in a Multi-Campus Academic Setting. *The Southeastern Librarian*, 65(2), 3.

Next Reflective Practice Large Group Meeting is Wednesday, September 12, 2018: Staying Relevant in the Changing World of Higher Education: Holistic Teaching and Mentoring, 3:30-5:00 p.m. - Ackerman 116.