

12-7-2018

Faculty Newsletter

Linda K. Taylor
Taylor University

Follow this and additional works at: <https://pillars.taylor.edu/bctle-newsletter>



Part of the [Scholarship of Teaching and Learning Commons](#)

Recommended Citation

Taylor, Linda K., "Faculty Newsletter" (2018). *BCTLE Faculty Newsletter*. 3.
<https://pillars.taylor.edu/bctle-newsletter/3>

This Book is brought to you for free and open access by Pillars at Taylor University. It has been accepted for inclusion in BCTLE Faculty Newsletter by an authorized administrator of Pillars at Taylor University. For more information, please contact pillars@taylor.edu.



Bedi Center for Teaching & Learning Excellence

Fostering Community, Inspiring Excellence

Volume 1, Issue 3 *November/December 2018*

'Tis the Season

One of my favorite ways to have devotionals in my classroom is to read the words of great hymns. So much is embedded in the words that I too often miss when I sing the familiar tunes. The words to "O Holy Night" are some of my favorite.

O holy night the stars are brightly shining
It is the night of our dear Savior's birth.

Long lay the world in sin and error pining
Till He appeared and the soul felt its worth.
A thrill of hope the weary world rejoices
For yonder breaks a new glorious morn.
Fall on your knees
O hear the angels' voices.
O night divine, O night when Christ was born.

Signature Learning: Undergraduate Research

The Association of Colleges & Universities has defined 10 high-impact educational practices (<https://www.aacu.org/leap/hips>), and in this issue we focus on undergraduate research, defined as a university providing research experiences for students in all disciplines. It has been most prominently used in the sciences, but here at Taylor we are already offering opportunities in various areas. AACU writes: "The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions."

Taylor faculty consistently provide opportunities for their students to do undergraduate research as mentored by them. In fact, Taylor has an FMUS (Faculty Mentored Undergraduate Scholarship) program that has received funding from the Board of Trustees since 2015. At Taylor, FMUS is defined as

inquiry, investigation and creative activity conducted by faculty and students together to make an original intellectual or creative contribution to the discipline in ways commensurate with the standards, methodologies and peer-review expectations of the field.

According to a memo sent by Dr. Michael Hammond, Provost, on October 17, 2018,

Taylor University leaders have made the decision to invest in the collaborative summer mentoring program. Each year, funds have been set aside to provide summer stipends for faculty to mentor students in scholarly work, expanding the call to teach beyond the classroom and into the discipline-specific methods of scholarship. Working together, this apprenticeship model has impacted student learning, faculty scholarship, and made significant contributions to a wide variety of disciplines. . . .

According to Sue Gavin, Director of the Office of Sponsored Programs, in previous years, faculty and students did scholarship in the following numbers:

- 2015: 13 faculty 32 students
- 2016: 16 faculty 23 students
- 2017: 10 faculty 25 students
- 2018: 13 faculty 25 students

For summer 2019, the funding level is \$100,000 with reduced housing available for students in Campbell Hall. The memo from the Provost included the application forms and rubric. Application deadline is 5:00 p.m., February 4, 2019.

Sue Gavin has created a Bb organizational site for OSP and Scholarship, Creative Activities, and Research. All faculty and students have access, and the FMUS forms and information are all there on the site. Contact Sue if you have questions (ssgavin@tayloru.edu).



(Photo credit Jim Garringer)

A View from a Student

The following is from Kendra Smalley (senior, English), who is working on an independent study related to the Shakespeare scholarship of Victorian author, preacher, and lecturer George MacDonald. Kendra's advisors are Dr. Joe Ricke and Ms. Ashley Chu, who have co-directed two FMUS programs in which Kendra participated (2017, 2018), that inspired this independent study (see in "Faculty Best Practices"). The Center for the Study of C.S. Lewis & Friends at Taylor University has a significant George MacDonald collection, including a rare and unique copy of Hamlet, interleaved with blank pages that MacDonald used for extensive annotations. During summer 2017, the FMUS team investigated what the manuscript was and how it related to MacDonald's published 1885 critical edition of Hamlet. While much was discovered about the manuscript itself, contextual questions remained and more research took place during summer 2018, once again through the FMUS program here at Taylor.

The focus of 2018 was to learn more about the Taylor manuscript's creation, as well as to continue to contextualize their findings and prepare them for publication. The extensive research is nearing conclusion, with a recent trip to Folger Shakespeare Library in Washington, D.C. The Folger is the world's largest Shakespeare collection and includes multiple items related to MacDonald and, more broadly, Shakespeare in the Victorian era relevant to their research.

Kendra Smalley writes:

Throughout this process, I have been able to interact extensively with primary sources, including manuscripts, letters, and digitized newspapers.



Ashley Chu, Joe Ricke, and Kendra Smalley visit the National Archives in Washington D.C. after researching at the Folger Shakespeare Library all day

My task . . . has been to construct the timeline of MacDonald's lectures. . . . I am extremely grateful to have been part of this research project and to have been so closely involved with its progress. It has opened my eyes to the types of hands-on research that few undergraduates are able to conduct, and to the broader world of academia and Shakespeare scholarship. It was an incredible experience to be able to work in the Folger Shakespeare Library alongside other scholars. Even as an English major, I had not fully grasped how diverse humanities research can be, but this project showed me how much time and effort can be put into scholarship and a celebration of literature.

Faculty Best Practices

Derek Thompson (Mathematics) said that the student-directed research in summer 2018 had many twists and turns, and perhaps the most surprising was how his two students pushed him as a researcher. They were rarely satisfied with easy or slow work, instead constantly asking him to expand his horizons, pushing him to work with areas of mathematics that he hadn't touched for nearly a decade. They informed his own research while also opening his mind to other areas that connect to his discipline in unique ways.



The Math Wall. (Photo courtesy of Derek Thomson)

Robert Priest (Anthropology) writes that in summer 2018 with support of a Taylor FMUS grant, he partnered with three Taylor students (Amanda Fleischmann, Micah Hoeksema, and Sophia Hdija) as well as with his wife Dr. Kersten Priest (from IWU) on a project looking at early abolitionist history of Grant County, with particular focus on the pre-civil war free black settlement of Weaver – just south of Marion.

Students played pivotal roles in identifying by name early black settlers as well as white abolitionists and other sympathizers, consulting early land-ownership records to map the presence of these two groups, and using census data to clarify racial identities of relevant parties. Students helped work through archival material, helped provide digital documentation of early artifacts (material culture) from this community, helped track genealogical records, transcribe early hand-written diaries, etc.

The three students prepared two posters showing their work and presented them this fall at Taylor's homecoming event. Amanda Fleischmann presented the posters at the Indiana Academy of the Social Sciences, and will present in March her work on the project at a conference at Trinity Evangelical Divinity School. She



Amanda Fleischmann participates with Drs. Robert and Kersten Priest in interview of Mr. Marcus Cannon and Mr. Von Jackson. (Photo courtesy Robert Priest)

will probably also present at Taylor's Celebration of Scholarship next Spring.

Bob and Kersten presented (with Amanda and Micah also present) to the Marion Public Library staff, with a local newspaper article published on it – an article that featured the role of Taylor students in this research. In November, they presented at Wesley Seminary to 70 local pastors and other church leaders. They will present at several other locations as well.

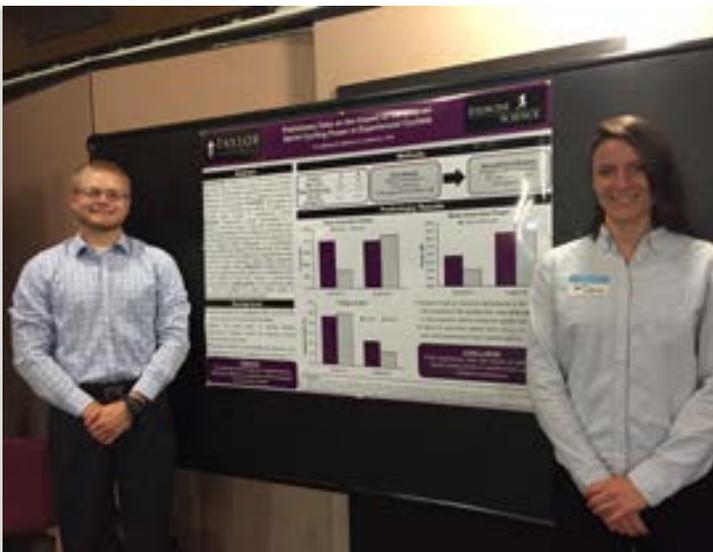
Amanda Fleischmann continues to work with Bob on this project (with support from a Women's Circle Grant), and they will apply for a follow-up FMUS grant that will help them complete their project and present results in a wide variety of settings, both scholarly and more popular and local. Amanda is planning to go on for Ph.D. studies in Social Work, and her involvement in this project provides strong foundations for her doctoral application.

Jakob Miller (History, Global, and Political Studies) explains that he is currently working with a student on a research project focused on political communication using experimental research and text analysis. The project involves scraping online conversation data and supplementing with experimental data. They want to test the effects of emotion on popular political communication to see if there are ways to detect political unrest by analyzing online political communication prior to the event. The student served as a full research partner. The final piece is forthcoming, and will hopefully be presented at an undergraduate research conference prior to publishing.

Faculty Best Practices

Ken Kiers (Physics) supports this kind of faculty-mentored research because it's a terrific opportunity for students, whether through Taylor or in partnership with programs at other universities. They get a feel for what areas of research they like and don't like. They learn if they are more interested in theoretical, experimental, analysis, or computation. These kinds of opportunities look wonderful on their graduate school applications.

Dawn Anderson (Kinesiology) notes that undergraduate research is a very important part of what she does at Taylor. A recent research study titled "The Effect of Caffeine on Sprint Cycling in Experienced Cyclists" was published this past fall in *The Journal of Strength and Conditioning Research*.



Reece McCart and Sarah LeGrand (photo courtesy Dawn Anderson)

Students Reece McCart and Sarah LeGrand were involved in every step of the research project and learned much more than either had anticipated—how to use all of the equipment involved in testing, development of data collection forms, experimental trials, developing subject feedback forms and Excel spreadsheets to record data, performing statistical analysis. Reece and Sarah worked together on developing these spreadsheets and entering data. Dawn also met regularly with them to discuss current literature published on caffeine and exercise performance.

Research can be messy, particularly when unexpected events happen or when human error occurs. Dawn used these as teaching moments. At these times they focused

on how they could proceed and what God may be wanting them to learn in this process.

One of the largest areas of growth for Reece and Sarah was that of subject communication. Dawn spent time teaching them how to conduct the testing sessions. They needed to learn how to explain all aspects of the procedures to subjects in a manner that was understandable. They also worked on appropriate non-verbal communication skills.

Joe Ricke (English) and Ashley Chu (University Archivist) explain that last year, they took undergraduate student Kaylen Dwyer, another scholar, to The Folger Shakespeare Library, which is the world's largest Shakespeare collection. Becoming an eligible reader/researcher is a process. Upon finding out Kaylen was an undergraduate student, they were told she was lucky to even walk through the doors of the Folger, signifying the weightiness of the student experience there. Thus, Joe and Ashley also wanted Kendra (Smalley, see "A View from a Student") to have the experience yet work somewhat independently so as to feel responsible for her research and findings. They all sat at the same large table in order to engage one another throughout the day, but they were all working with very different materials from their vaults.

Co-directing this research has allowed Joe and Ashley to introduce students to the interdisciplinary and often collaborative nature of humanities research. They describe it as at times both inspiring and overwhelming as they continue to contextualize and deepen the information surrounding their findings and theories and prepare them for publication. Joe and Ashley bring very different fields of expertise and perspective to a topic that they are both extremely interested in, and they feel that this enhances the experience for students. The result of their research will be the first major comprehensive research study devoted to George MacDonald's work on Shakespeare.

Faculty who have published with students include Dr. Dawn Anderson, Dr. Joe Ricke, Dr. Derek Thompson, Dr. Barbara Bird, Prof. Kathy Bruner, Prof. John Bruner, and Prof. Stephen Bailey.