



The *SPC* Scholarly Guide

Saint Peter's College Office of Faculty Research and Sponsored Programs

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Scholar's Luncheon

On May 3rd a Scholar's Luncheon took place in the McIntyre Lounge. Approximately 75 people attended. The purpose of the luncheon, that was co-sponsored by the Office of the Academic Dean and the Office of Faculty Research and Sponsored Programs (OFRSP), was to recognize and honor SPC faculty who have engaged in scholarly work in the last three years. A booklet was distributed to the attendees that listed the accomplishments of each faculty member who was honored. When the College's new website is launched the OFRSP will arrange to post the booklet on-line.

Tips on-line

As many readers know, *Teaching Tips* and *Research Tips* are regularly featured in the *SPC Scholarly Guide*. Prior to this, Teaching Tips were included in *Guide to Grants* and have been published since 1992. When the College's new website is launched, the OFRSP webpage will contain two new features: Teaching and Research Tips on-line. To access these pages, simply go to the side bar and click on the appropriate link. The "tips" are available for viewing and/or downloading as PDF files. Upon launch, there will be 74 teaching tips posted.

Fatima Shaik Speaks on Societe d'Economie and the Foundations of Jazz in New Orleans.

Fatima Shaik gave a talk on April 19th in the Pope Lecture Hall entitled, *Societe d'Economie and the Foundations of Jazz in New Orleans*. The talk was well attended by SPC faculty and students. The many original documents that aided Fatima Shaik in her research have been in her family for approximately 50 years. Recognizing the historical value of the documents, Fatima Shaik's father rescued the documents when they were being removed from the building that was previously occupied by the Societe d'Economie.

Fellowship Applications/Reports

In compliance with the SPC Academic Handbook, applications for faculty fellowships, doctoral fellowships, faculty-student research fellowships, faculty research associate, faculty teaching associate, faculty industry associate, and grant writing fellowships should be submitted to department chairs by September 1st. Chairs should submit applications with attached chair's reports to the Academic Dean (CAS/SBA) by September 15th. Applications for Kenny fellowships are due to department chairs by October 1st after which the applications with chair's reports are due to the Academic Dean by October 15th. Chairs who wish to apply for a fellowship should consult with the Academic Dean (CAS/SBA) in order to arrange for another faculty member to write the chair's report.

According to the SPC Academic Handbook, fellowship reports are due to the Academic Dean (CAS/SBA) upon the conclusion of a fellowship. For all fellowships except Kenny (summer) fellowships these reports are due 30 days after a fellowship is completed. For Kenny fellowships, that always take place in the summer, the report is due on September 15th. Report forms come attached to fellowship award letters. However, report forms will also be available on the OFRSP webpage in the [Fellowship Information and Forms](#) section when the College's new website is launched.

Scholarly Activities

Your work is important. If you present at a conference, publish a paper, or disseminate your scholarly work in some other way, please send the information by e-mail (fbonato@spc.edu) so that it may be included in the SPC Scholarly Guide.

Laura Twersky of the Biology Department presented a paper entitled, "Anti-mutagenic effects of curcumin on *Serratia marcescens* mutated by ultraviolet light." The paper was presented at the annual meeting of the New Jersey Academy of Science on April 8, 2006 at the New Jersey Institute of Technology, Newark, New Jersey. The paper was co-authored by SPC students Kathleen Starr and Jennifer Gillen.

Fatima Shaik of the Communications Department published an article entitled, *Christmas in New Orleans*. The article appeared in the December, 2005 issue of the magazine, *In These Times*. The article was also covered on the web version of the magazine, and can still be found in the archive section. Professor Shaik has also recently published an article called *Shelter From Katrina* in the web version of *Tribes Magazine*.

James Clayton of the Education Department presented: "Using Outward Bound to Develop Shared Vision" at the annual convention of the National Association of Elementary School Principals in San Antonio, Texas on April 1. A paper dealing with the same topic has been accepted by NAESP for future publication in the journal *Principal*. Dr. Clayton also presented a workshop entitled *Differentiated Instruction: A Practical Overview* at the Association of Mathematics Teachers of NJ (AMTNJ) spring meeting that was held on May 12th at Kean University.

William Luhr of the English Department organized and co-chaired a presentation by Professor Dana Polan of New York University entitled "Sites of Instruction: The Beginnings of U. S. Film Study" at Columbia University on January 19, 2006. Dr. Luhr delivered a paper entitled "Beyond the End: Film Noir's Lost Souls" on February 3, 2006 at the Thirty-First Annual Florida State University Literature and Film Conference in Tallahassee. He also conducted a mini-course in *Film Noir* at the Harvard Club in New York City as part of their Lifelong Education Series on February 11, 2006. In addition, Dr. Luhr organized and co-chaired a presentation by Professors Jacqueline Reich (S.U.N.Y. – Stony Brook) and David Gerstner (C.U.N.Y. – Brooklyn College) entitled "The World's Most Perfectly Developed Man: Charles Atlas, Physical Culture, and the Visualization of American Masculinity" on February 16, 2006 at Columbia University.

Dr. Luhr also delivered a paper entitled "Film Noir's Post Mortem Men" on March 3, 2006 at the Annual Conference of the Society for Film and Media Studies in Vancouver, British Columbia. Luhr also organized and co-chaired a presentation by Professors Patrice Petro (University of Wisconsin – Milwaukee) and Paula Massood (Brooklyn College – C.U.N.Y.) entitled "Re-Writing Film History" at Columbia University on March 23, 2006. Dr. Luhr also delivered a public lecture entitled "The African American Image and the American Crime Film" as

part of the Multicultural Film and Lecture Series at Seton Hall University on March 30, 2006.

Dr. Luhr also co-authored an essay, "*Experiment in Terror: Dystopian Modernism, the Police Procedural, and the Space of Anxiety*" that has recently been published as a chapter in *Cinema and Modernity*, edited by Murray Pomerance (Rutgers University Press, 2006). Dr. Luhr was also quoted extensively in the *Fox News Online* article by Andrew Hard entitled "Superman Takes on Mona Lisa," about films to be released this summer. It is currently available at: http://www.foxnews.com/printer_friendly_story/0,3566,193875,00.html.

Kathy Monahan of the English Department presented a paper, "A Terrifying Beauty; The Imaginary World of Garrett Serviss," at the Colloquium on Literature and Film, University of West Virginia, Morgantown on September 17, 2005. Dr. Monahan also presented a paper entitled, "Region and Memory in William Kennedy's *IRONWEED*," at the College English Association Conference that was held in San Antonio, Texas, April 7, 2006.

Jon Boshart of the Fine Arts Department delivered a lecture entitled, "*Catholic Art: Visual Art with Poetry and Music Correlations*." The presentation, that took place on January 31, 2006 in the Pope Lecture Hall, was part of the Catholic and Jesuit Identity 2005-2006 Lecture Series. Dr. Boshart cited examples from Ravenna, Michelangelo, and Caravaggio.

Jose Lopez of the Mathematics and Physics Department presented: *Effect of methane contamination on the efficiency of the ozone generation in a dielectric barrier discharge (DBD)* at the International Microplasma Workshop that was held in Greifswald, Germany, May 9-11, 2006. The research addressed the fundamental plasma physics of a microplasma used to generate ozone which is an extremely effective and naturally water purification molecule.

Marylou Yam of the Nursing Department was the keynote speaker at Fairleigh Dickinson's College of Nursing honor society induction ceremony on May 12, 2006. The topic of her presentation was: "Qualities of Effective Leadership".

Andrea Bubka of the Psychology Department co-authored two presentations at the annual meeting

of the Eastern Psychological Association that was held in Baltimore, MD on March 17, 2006. One presentation, *Viewing Condition Affects the Salience of Self-Motion Perception*, was co-authored by SPC student Dawn Mycewicz and Dr. Frederick Bonato. The second presentation, *Expanding Optical Flow Patterns Yield More Simulator Sickness than Contracting Patterns*, was co-authored by SPC students Dawn Mycewicz, Danielle Phillip, J. Alex Crampton, and Gisselle Moreno. Other co-authors included Dr. Frederick Bonato of SPC and Dr. Stephen Palmisano of the University of Wollongong, Australia. Dr. Bubka also presented at the Vision Sciences Society with co-authors Frederick Bonato and Stephen Palmisano (see below).

Frederick Bonato of the Psychology Department co-authored a presentation at the annual meeting of the Vision Sciences Society that was held in Sarasota, FL, May 5-8, 2006. The presentation was called, *Steady and Changing Vection Effects on Simulator Sickness*, and was co-authored by Andrea Bubka of the SPC Psychology Department and Stephen Palmisano from the University of Wollongong, Australia. Dr. Bonato also presented at the Eastern Psychological Association conference in March with co-authors Dr. Andrea Bubka, Dr. Stephen Palmisano, and SPC students (see above). Dr. Bonato was also quoted in an article by Kelly Young that appeared in the New Scientist magazine website. The article, entitled, *Flashy Goggles Combat Space Sickness*, is currently available at the following link: <http://www.newscientist.space.com/article/dn9196.html>

Joshua Feinberg of the Psychology Department published an article in the *Journal of Applied Social Psychology*. The title of the article is, "Social facilitation: a test of competing theories". The article is co-authored by John R. Aiello of Rutgers University.

Dr. Feinberg also co-authored three presentations at the annual meeting of the Eastern Psychological Association that was held in Baltimore, MD, March 16-19, 2006. The first presentation, *Laughing at Stress: Humor as a Buffer Against Test Anxiety*, was co-authored by Amanda Carlin and Dr. Samuel Feinberg both of Farleigh Dickinson University. The second presentation, *Academic Cheating: Assigning Blame and Punishment*, was co-authored by Kristin Candan and Samuel Feinberg of Farleigh Dickinson University. The third presentation,

Perceptions of Cheating in Baseball, was co-authored by SPC student, Gina Makowski.

Maryellen Hamilton of the Psychology Department published an article in the Spring 2006 issue of the *American Journal of Psychology*. The title of the article is, "The picture superiority effect in conceptual implicit memory: a conceptual distinctiveness hypothesis". The article is co-authored by Lisa Geraci of Texas A&M University. Dr. Hamilton also presented at the annual meeting of the Eastern Psychological Association that was held in Baltimore, MD, March 16-19, 2006. The presentation, *Impact of Generating Critical and Distorted Terms on Semantic Illusions*, was co-authored by SPC students Karla Batres, Desiree Antas, and Aileen Krebs.

Grants and Appointments

Brian Hopkins

Mathematics Association of America

Dr. Hopkins of the Mathematics and Physics Department was awarded a SPC minority student Research Experience for Undergraduates grant sponsored by the Mathematics Association of America (and NSF, NSA & Moody's Foundation). The grant is for \$23,600 and includes a \$3720 stipend for each of five students. The students will also all be participating in the Undergraduate Summer School of the Park City Mathematics Institute sponsored by the Institute for Advanced Study (which covers all expenses and provides an additional stipend).

Jose Lopez

National Science Foundation

Dr. Jose Lopez of the Mathematics and Physics Department was recently awarded a \$7,800 travel grant from the National Science Foundation. The purpose of the grant was to foster support and collaboration between young researchers in the emerging field of microplasmas. The grant allowed Dr. Lopez, a graduate student from Rutgers University, two post-doctoral students from the University of Illinois, and one junior professor from Cal Poly Pomona to attend the International Microplasma Workshop that was held in Greifswald, Germany, May 9-11, 2006.

Susan Graham

NYU Faculty Resource Network

Dr. Susan Graham of the Theology Department has been accepted as a Scholar-in-Residence by the NYU Faculty Resource Network for Summer, 2006. Dr. Graham has also been accepted as a University Associate for the 2006-2007 academic year.

John Wrynn

NYU Faculty Resource Network

Fr. John Wrynn of the History Department has been accepted in the "Conditions for Democracy" seminar that will take place this summer at NYU.

Research Tip:

Ideas for Connection

Dr. Alex Trillo, Sociology and Urban Studies

Out of the Classroom and Into the Community: Teaching and Learning through Community Based Research Projects

During the 2005-2006 academic year I was fortunate enough to work with colleagues designing and implementing undergraduate courses that engaged students in community based research (CBR) projects. Funded by the Simon Foundation, our activities were part of an effort to engage students in the virtues of CBR and to do so in an alternative learning environment. Our courses had students and faculty providing research skills (and people-power) to help organizations learn more about their communities and to become more proficient in the area of self assessment. The year ended with a day-long conference in which students presented their research findings.

This research tip outlines some insights from this year's projects with a focus on putting CBR courses in the mix of opportunities for more Saint Peter's faculty and students. Though our projects were designed as a means for teaching, I believe the ideas presented here have merit for researchers because our method is grounded in faculty and students *doing* research. Such faculty-student collaborations, when done appropriately, create benefits for everyone. Students learn, first hand about the research process and how to use their research skills. For faculty, CBR courses create research opportunities and a chance to socialize

our students into a more nuanced aspect of a discipline.

Of course, it would be impossible for me to claim total ownership of these ideas. The Simon work was a group effort and included a range of experienced faculty including Jennifer Ayala, Joyce Henson, Donal Malone, Dolores Perry, Robert Perry and David Surrey. Each made a variety of contributions to the project. I have also been lucky enough to engage with earlier projects at the Field Museum of Chicago's CCUC. Nonetheless, the text here is my own and so I do not claim to convey everyone's point of view, nor do I expect them to take credit for my mistakes.

My suggestions can be summed up as follows: 1) Make time for building and maintaining relationships with community based agencies; 2) Find a balance between classroom learning and CBR activities that is appropriate for your class; 3) Take advantage of uncertainty and serendipitous learning; 4) Be reflexive and create mechanisms to remind students what they have learned; 5) Create research-related opportunities beyond the immediate experience to round out the experience; and 6) Think about and communicate ways to adjust the institutional infrastructure to allow for optimal delivery of CBR and other alternative course formats. Each is explained below.

Make Time for Building and Maintaining Community Relations

Like most relationships, building partnerships with CBOs takes a bit of time and effort. In our case, Perry and Surrey had longstanding relationships to many Jersey City CBOs, including those preferred by the Simon Foundation. By the time I arrived on campus in August 2005, the list of organizations was already in place, contacts had been made and, in some cases, initial project meetings were already scheduled. Perry and Surrey had spent a good part of summer coordinating these events.

There were other matters to consider when working with CBOs. For example, CBO representatives tend to be busy. CBOs are usually small organizations with small budgets trying to take on big problems like poverty, homelessness and education.

CBOs also tend to work in the context of an ever-changing environment. On one occasion, a handful of my students visited a meeting of homeless service providers trying to decipher new federal guidelines on counting and funding homeless

shelters. What they observed was that the representatives spent a lot of time trying to understand and react to ongoing changes in laws and policy at the federal, state and local levels. And, in a democracy, these changes happen all the time.

Yet another factor to consider is the historical context in which community research is conducted. CBOs have long endured the researchers who proclaim to want to help the organization only to have the researcher pursue her/his own personal agenda, subvert the interests of the CBO, then disappear. In that sense, agencies understandably want to be assured that they are spending their time wisely by working with us. They probably need to know that our interests are genuine, that we will work with them over the long haul and not take off at the end of the semester.

Finally, like all research projects, there tend to be glitches. Sometimes the desired data is not readily available or personnel delays set things behind schedule. These kinds of situations require an ongoing communication with the organization.

In sum, faculty and students who thus reach out to CBOs should note that it will probably take more than an email or one phone call to make contact with representatives and even more to build and maintain a working relationship.

Strike a Balance between Classroom Learning and CBR Activities

CBR courses can range from the purely activity-based to a more traditional model with one or a few mini activities varying in depth and time commitment. Many fall somewhere in between. The challenge, of course is deciding how much of each is necessary for your particular course.

In the fall of 2005 I started Simon activities with So. 151: Social Problems. The course substantively focused on homelessness for ten weeks with readings, lecture and discussion followed by midterm-essays. The EL component was incorporated into the last four to five weeks of the semester. During the final weeks, readings and lectures were scaled back to a minimum. But even then it became obvious that just a few readings might compromise the time students had to dedicate to the research activities. My response on this occasion was to make sure students had adequate time to be in the field. Some of the material was simply omitted from the class, while

the more pertinent information was conveyed by me in the form of brief lectures. In this case, the tradeoff was a worthwhile one.

My spring 2006 EL courses were grounded in So. 448: Statistics for the Social Sciences and So. 450 Research Techniques for the Social Sciences. This was both good and bad. On the one hand, it assured that students would have some familiarity with statistics and research methods, without which the students are generally less prepared for in-depth research activities. But these courses are both more rigorous and critical to the major and therefore less conducive to adjustments that forego material. This meant that the course would require students to digest a lot of substantive class material, and do a lot outside the class in the form of project activities.

For these two courses, most of the classroom learning and activities happened simultaneously. After a few weeks of introductory material, part of the week would be spent on lecture and class discussion and the other part on applying these lessons to the development and execution of our projects. In the end there was a small degree of sacrifice on both ends, though not as much material was omitted as was the case with the Social Problems course from fall 2005.

Take Advantage of Uncertainty and Serendipitous Learning

As teachers we like to plan, and CBR courses arguably require more planning than usual. We have to make sure that students are prepared for CBR activities and that the activities can and will be executed in the most constructive manner possible. Yet, part of the value of CBR and other EL courses is the real-world experience of engaging with uncertainties and the learning that happens when students work through them. For these reasons, I like to take advantage of these conditions and, in some cases, try to provoke them with tasks that will likely have students confront the unexpected.

For example, in one project students produced a survey instrument for interviews. After a few interviews, the students realized that they needed to make some modifications to the interview to include questions on a topic that previously had not seemed relevant. But as one student pointed out, the risk was that we might alter the remaining interview responses by introducing a changed interview. In the end, the students felt it was necessary to modify the questions to address the

new topic. They also decided that to account for such a change, they would compare and contrast any differences in responses between the initial interviews and the modified ones. In sum, the students responded to an unforeseen situation with a rather creative and responsible plan that was not unlike many scientific investigations.

Of course, it is important to let students know in advance—and remind them several hundred times—that part of the experience will include making adjustments. As much as some students appreciate a consistent schedule, the realities of getting a real-life research experience would be compromised by assuming that everything will work out as planned. This is especially true in CBR where the organization's interests are privileged and where representatives might add or subtract from their needs as they move forth and learn from our research.

Remind Students What They Have Learned

In the traditional classroom we have direct measures of performance that allow students to assess where they stand and what they have learned. But in activity based courses what students learn can be far more abstract. For example, while learning to input and analyze data in SPSS, my students learned a range of skills that are valuable to the research process. Yet, without reminders or a context for the significance of these skills, recoding variables or generating elementary statistics to check their work might have seemed like meaningless busy-work to them.

I used class discussions, memos and progress reports to let students know what they have learned and to provide a context for why it matters. The progress reports were particularly useful. Here I would outline a set of learning objectives, the specific tasks they were related to and short explanation on significance. The reports also reminded students which tasks and objectives they had accomplished and what others remained. This provided a sense of accomplishment and organization to their activities.

Create Opportunities for Student Benefit beyond Immediate Learning

CBR courses open the possibility for added benefits that can be built into the experience. In our case, all students had the opportunity to present their work at the Simon/Sociology Department Conference. This meant that students would gain valuable skills in the preparation and delivery of a

conference paper as well as a meaningful addition to their resumes.

Other options that we are developing at this time include authorship/co-authorship on future conference papers, journal articles and final reports that we are currently preparing for the CBOs. In fact, many of these reports will be posted on the sociology department website, which is one means for publication of the student's accomplishments. All of these will contribute a greater sense of the field of research while, again, providing concrete items for students to reference on resumes and graduate school applications.

Consider Institutional Infrastructure for CBR and other Activities Based Courses

A change in the way we teach courses might mean that we have to consider other institutional arrangements such as the kind of support that is available with the logistics of CBR activities and the way in which course patterns are structured. In our case, part of the time necessary to build and maintain relations with our funding organization was well-served by Leah Leto, the SPC Director for Corporate, Foundation and Major Gifts. Leah worked closely with Malone and Surrey in keeping in step with Simon's award requirements and any necessary modifications to the research process.

In the more day-to-day activities there were challenges to consider. For example, working within the confines of a M-W-Th 50 minute class schedule proved difficult. Project activities often require reflective discussions and logistical modifications. And many CBR courses, mine included, offer students class time to carry out project requirements. For these kinds of situations, the 50 minute time slot was a constraint that often limited what we could accomplish. On our part, the sociology department has begun experimenting with more once-a-week, three-hour courses that allow time for extended discussions, logistical adjustments, and, when necessary, time for students to get out into the field.

Other challenges included managing transportation to research sites and making sure students were well-prepared to represent the College off-site. These and similar issues suggest that an administrative position that coordinates with CBR courses might be useful. Such a position might also assist in finding commonalities among faculty developing these kinds of courses, sharing information and facilitating collaborative efforts.

Teaching Tip: Dr. James Clayton, Education

Maximizing Instructional Time

In a perfect world all of my students would arrive to class on time. Many do...but several do not. They just do not all appreciate the value of teaching time. Calling on my experience as an educator over the years, I humbly share the following idea for consideration by my fellow professors (several of whom were on staff when I was a student at Saint Peter's).

As a secondary teacher, then later as a supervisor, one of my first concerns was the utilization of instructional time -- we only have so much of it. Now, as I teach both graduate and undergraduate students, my concern is elevated. No matter how effective he or she may be, the teacher cannot create a single extra second of the day, a minute more for class, or an additional session. As an effective teacher I can certainly control the way instructional time is utilized. Effective teachers systematically and carefully plan for productive use of instructional time. But how do I get my students to show up for the beginning of class?

I am delighted to find students waiting at my classroom door when I arrive before class. Generally, they are motivated and organized and ready to learn. I am perplexed by those who occasionally or perpetually arrive late. Ten or fifteen minutes missed from several class periods quickly accumulates to the equivalent of the loss of one or more class sessions. It is a challenge to conquer such apathy.

There is research indicating that good everyday teaching practices can do more to counter student apathy than special efforts to address motivation directly (Ericksen, 1978). It has been shown that most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in the students and what they learn. Thus, I attempt to plan engaging activities commencing immediately. A joke and/or a cartoon set a positive feeling tone and indicate to all that class is under way.

Unfortunately, there is no single magical formula for motivating students, no magic wand to bring them to class and to task on time. Many factors effect a

given student's motivation to work and to learn: interest in the subject matter, perception of its usefulness, general desire to achieve, self-confidence and self-esteem, as well as patience and persistence (Bligh, 1971; Sass, 1989). Certainly, not all students are motivated by the same values, needs, desires, or wants. I am still searching for that magic wand.

Nonetheless, I try to capitalize on my students' needs at the beginning of class and throughout the session. News items, sample Praxis (licensing) questions, examination questions, even job interview suggestions are useful topics to engage students from the outset. If the word spreads to latecomers that they missed a discussion of immediate value to them, they may be motivated to promptness in the future. Just maybe... Whenever possible I attempt to plan activities, assignments, and discussion to address such practical needs and interests of students (McMillan and Forsyth, 1991).

Finally, to optimize time utilization I attempt to engage my students actively as much as possible throughout each session. I make every effort to model good teaching. At all ages students learn best by doing, thinking, writing, discussing, solving, etc. Passivity undermines curiosity and motivation (Lucas, 1990). And activity makes time, that most precious commodity, "fly."

References:

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Important Dates

September 1

Deadline for applications:

Funds for Research
Funds for Workshops and Short Courses

Deadline for applications (Faculty to Chairs)

Doctoral Fellowships
Faculty Fellowships
Faculty Research Associate Awards
Faculty Teaching Associate Awards
Faculty Industry Associate Awards
Faculty-Student Research Associate Awards
Faculty Research Associate Awards
Grant Writing Fellowships

September 15

Deadline for applications (Chairs to Dean):

Doctoral Fellowships
Faculty Fellowships
Faculty Research Associate Awards
Faculty Teaching Associate Awards
Faculty Industry Associate Awards
Faculty-Student Research Associate Awards
Faculty Research Associate Awards
Grant Writing Fellowships

Kenny Fellowship Reports Due (Faculty to Chairs)

September 20

Deadline for applications:

Funds for Travel to do Research

October 1

Deadline for applications (Faculty to Chairs):

Kenny Fellowships (summer)

October 15

Deadline for applications (Chairs to Dean):

Kenny Fellowships (summer)

For SPC Fellowship Forms click [here](#).