

FDC HAPPENINGS

January 9, 2023



A group of six individuals meets in an office room. A man and a woman shake hands.

CONNECT Teaching Conference

February 9 & 10

Proposals due January 19, 5:00 pm

The Bruce K. Nelson Faculty Development Center is proud to host the CONNECT Teaching Conference. The CONNECT Conference serves as an opportunity for educators to come together to learn about and reflect on effective and innovative teaching practices, and to develop ideas about how to integrate new practices into their own classrooms. Programs presented and conversations started at the CONNECT Conference are additionally important for developing teaching practices that encourage student-faculty collaboration and partnerships.

CONNECT will begin on Thursday afternoon, February 9, with a keynote address by Dr. Alison Cook-Sather, Mary Katharine Woodworth Professor of Education at Bryn Mawr College and Director of the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges. The learning continues on Friday, February 10, with a day of panels, presentations, and sessions from EMU instructors on teaching and learning topics. If you have a topic you'd like to talk about, please consider submitting a proposal [here](#). To learn more about CONNECT, please visit our [website](#).

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EMU offers two very important opportunities for faculty and staff to participate in the Community Responsibility process, a unique approach to student conduct that focuses on student wellbeing, growth, and developing a sense of shared care within our community.

From Sean Woolf

Community Responsibility Review Panel

The first opportunity, open to all faculty and staff, is service as a member of the Community Responsibility review panel. While most often cases are resolved in informal 1:1 meetings with case managers, there are times when a formal hearing process is called for. These hearings are conducted by three-person panels, made up of two employees and one student. Hearings are interactive and designed to both make a determination of responsibility and to develop action plans that meet the needs of the community while attending to the growth and development of the responding student.

Panelists receive training through a newly developed online module that can be completed at one's own pace. Once trained, panelists are included in the review panel pool and will be asked to serve as the need presents.

Faculty Case Manager

The second opportunity, open to faculty members, is service as a Faculty Case manager. In this role faculty work with students and other faculty members to resolve allegations of academic misconduct

In both roles participants will also receive training on the PERMA model of wellbeing, which serves as a framework to guide the development of action plans that best meet student needs. This approach creates a process that is often rewarding for all participants. We hope you will take these opportunities to serve in this capacity to support the work of our students.

Interested in either opportunity?
Contact [Sean Woolf](#), Associate
Director of OWCR

swoolf1@emich.edu

UPCOMING EVENTS

READING IN
PRINT?
scan the QR code to
access the links in
this issue



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Congratulations to our Winter 2023 Program Proposal recipients:

Program Proposal Winners

- Alexis Braun Marks & D. Matt Jones, "Oral History and The University Community: Practice and Application"
- Andrew Ross, Debra Ingram, & Lynn Cahena, "Inclusive STEM Teaching MOOC PLC"
- Barbara Walters & Beth Currans, "College in Prison Program Expansion Workshop"
- Marilyn Corsianos & Christine Hume, "Navigating Sexual Violence: Tools, Innovations and Best Practices for the Classroom".

We look forward to the success of these programs! See page 4 for more information and the call for applicants for two of these programs.

Teaching lies at the heart of what we do as a university and in the evaluation process for faculty. There are few agreed upon, bias-free methods for "measuring" how good a teacher a job candidate will be. This workshop will explore various means of assessing the teaching potential of a job candidate, including guest lecturing in classes, teaching mock classes, pedagogical colloquia, and others. This program is open to all, but we encourage Department Heads and search committee members to join us. Bring your lunch - we'll provide dessert and good conversation. Register [here](#).

Teaching and Hiring Process

January 11, 12:30pm
109 Halle and [Zoom](#)

Faculty-Led Travel Programs

January 17 & 24, 2023
3:30 PM
109 Halle or [Zoom](#)

The Office of Study Abroad & U.S. Travel Programs and the Faculty Development Center will be hosting two workshops during the winter 2023 semester. In these workshops you will be able to learn strategies for creating a pedagogically valuable experience for students, how to build your travel course itinerary, how to budget, and can receive help in submitting a proposal. Our second session will focus more on logistics of travel courses, including how to address issues of health and safety while traveling.

Our second round of presentations this year focuses on applying for Sabbaticals and Faculty Research Fellowships (applications due January 31st), intending to both inform attendees on the application process itself and to provide feedback on any materials provided. If interested in attending, click [here](#) to learn more and view workshop details or click [here](#) to register.

Internal Research Awards

FRF and
Sabbatical
Applications due
January 31, 2023

Controversial Discussions

January 31 & February
21, 2023
3:30 pm - 5:30 pm

Join us for a two-part workshop with faculty and students where we will offer resources and ideas on how to approach hard conversations that may arise naturally in our classrooms and in our students' lives. Click [here](#) for more information or to register.

UPCOMING EVENTS

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Alexis Braun Marks, Associate Professor and University Archivist and Matt Jones, Full-time Lecturer in the University Archives are hosting a learning community called Teaching Using Oral History. This will evolve into an ongoing community of practice for those faculty on campus who are engaging with oral history methodology for their own personal research or for potential inclusion in class and want to improve or expand their practice. This will take place over the course of 4 main sessions and 1 final session sharing your experience. Click [here](#) to apply.

Teaching Using Oral History

Registration due
January 20

See [website](#) for
session times and
locations.

College in Prison

See [website](#) for
session times and
locations.

This year, incarcerated students will be able to receive Pell Grants again, allowing us to offer credit-bearing courses for them and for faculty and lecturers to teach courses as part of their teaching loads. This seminar, coordinated by Decky Alexander, Beth Currans, and Barbara Walters, will bring together representatives from different programs and departments interested in being part of a liberal arts degree program that we expect to include offerings in counseling and social work as well as the arts, humanities, and social sciences.

We are seeking applicants for a semester-long seminar tasked with creating the curriculum for a unique BA program to be offered at Women's Huron Valley Correctional Facility in Ypsilanti.

SPOTLIGHTS

This week's book spotlight is *Super Courses: The Future of Teaching and Learning* by Ken Bain. The book focuses on specific educators and learning environments across the United States, China, and Singapore. It highlights how interactions in these environments foster motivation and self-growth. This book demonstrates ways educators have changed their learning communities to help students reach their full potential. Click [here](#) to read the full spotlight or to see other books in our library.

KEN BAIN

Super Courses

The Future
of Teaching
and Learning



This week we are spotlighting Dr. Joe Ramsey. In his teaching spotlight

Dr. Joe Ramsey
Professor
Teacher Education

Dr. Ramsey discussed his experience teaching classes at the graduate and undergraduate level here at Eastern and his research experience, specifically his online peer reviewed journal *Impact: the Journal of Community and Cultural Inquiry in Education*. To read the full spotlight, click [here](#).

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As I write this blog post, I am midway through the second year of my tenure as director of the Faculty Development Center. I have enjoyed this role very much, and find it tremendously gratifying. I have loved the opportunity to work

with an impressive group of faculty, lecturers, and staff at the FDC, and to learn so much about their work in the teaching and learning realm. Together, we've addressed issues of diversity, equity, inclusion, and justice; challenges of student wellness; and techniques for effective practice around teaching and learning. I daresay, we've done some good things. My colleagues' work has provided us with a wide variety of high-quality workshops and learning communities, not to mention the engaging sessions they have offered at our conferences! I thank you all, from the bottom of my heart.

As I consider where we go from here, I find myself returning to a text I cited during my interview for this position, which continues to motivate me. In his classic essay on the scholarship of teaching and learning, "What's the Problem?" Randy Bass argued for the inherent value of problematizing teaching and learning. Problems in our research, Bass suggested, are a force that propels our work, and asking someone about problems in their research is viewed as an invitation to conversation, and as a germinative stage in scholarly work.

Teaching, however, is different. For most of us, the suggestion that we have problems in our teaching would cause us to recoil and retreat; asking someone about a teaching problem they're having seems less an invitation to conversation than an accusation. This concern, I would suggest, hampers the world of faculty

By Jeffrey L. Bernstein

development. As people who take pride in our teaching (often justifiably so), the notion that we are not succeeding to the extent we would like disturbs us. Taken to an extreme, it may make faculty reluctant to participate in the programs we offer.

But what if we took the problematization of teaching more seriously, as an opportunity rather than as a threat? What if we viewed our teaching struggles (and, trust me, we all have them) as a conversation-starter? From my own experience, and the experiences shared by my friends and colleagues in the scholarship of teaching and learning community, I have come to see that careful, rigorous interrogation of our own practice is vital to the work we do as instructors, and also is very much part of the ethos for the work our Center does.

This blog entry is dedicated to the memory of Robert Kraft, Eastern Michigan University Professor of English and founding director of the Faculty Center for Instructional Excellence (FCIE), forerunner of the Faculty Development Center, who passed away recently. I had the honor of taking a seminar with Bob early in my career and learned a great deal from him back then. I am grateful for Bob's campus leadership in the area of teaching and learning and am proud to follow in his footsteps. May his memory be for a blessing.

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Problematizing teaching is challenging. It is uncomfortable. It makes one feel vulnerable to talk about problems or challenges we have in our own classrooms.

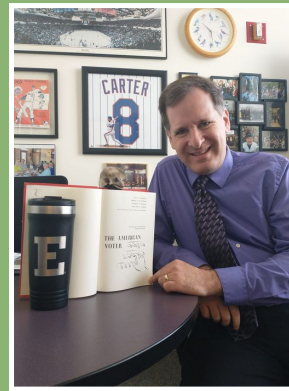
However, it is only by doing so that we may enhance the work we do, and lead the field of teaching and learning to improve.

Let's start doing this together. As some of you know, the FDC has begun an initiative we have named Try One Thing. The idea behind Try One Thing is to acknowledge the exemplary job so many of us often do in the classroom, but to also acknowledge that no matter how well we are doing in our teaching, there are always things we can do better. By suggesting you "Try One Thing," I encourage you to continue doing what you do well, but to problematize what may not be working. Can you find one thing you can do differently, to address a teaching problem? Could you start next week, when classes begin again?

As this semester unfolds, the Faculty Development Center will be doing more in our programming, in our newsletter, on our website and our social media, to offer up ideas that might work for you. We will encourage you, as strongly as we can, to share the One Thing you've tried. Your work to problematize your teaching, and offer up your own solutions for others, will help us, collectively, serve our students better.

SUBMIT A BLOG POST

We welcome blog posts from faculty, lecturers, staff, and students on teaching and learning topics. Email us at faculty_development@emich.edu with your blog post idea for the opportunity to be featured in future newsletters!



ABOUT THE AUTHOR

Jeffrey L. Bernstein is Professor of Political Science and Director of the Bruce K. Nelson Faculty

Development Center. This is his first FDC Teaching Blog post that did not include a reference to baseball (until the bio section...)

So, if you are happy with how things are going in your classroom, keep doing what you're doing. But maybe, just maybe, open yourself up to trying one thing and, if you like that one thing, maybe try a second thing. If that works, keep it going. And, please, don't just try new things, but also share with others the things that you are doing. We don't ask you to change your teaching practice completely (unless you need to...), but rather to think of small tweaks you can make, and share with your colleagues. We also invite you to join us at our programs, in our learning communities, and at the CONNECT Conference in February and at New Beginnings in August, to participate in this sharing of expertise and knowledge. If you've joined us before, come back, and bring a friend! You're always welcome here!

As the new year has barely begun, I hope you'll forgive me a measure of optimism when I envision a community that problematizes teaching together, where we all can try something new, and share what works with others. Picture how, with all of our efforts in this regard, we'll take one of the strongest aspects of this university - the high quality teaching for which we are well known - and enhance this traditional strength even beyond where we are. Join me in Trying One Thing, and daring to dream, as we begin our new semester together.