

FEBRUARY 7, 2022

Happenings at the *Faculty Development Center*

734.487.2530 | faculty_development@emich.edu | www.emich.edu/facdev/

How to Apply for Fulbright Grants Workshop

Friday, February 18 | 3:00pm-4:30pm

Join us for this information workshop, led by Carla Damiano, Professor of German, Department of World Languages, in which participants will hear several experts talk about the various types of Fulbright grants, how to navigate the application process through EMU, as well as hear personal success stories of recent EMU faculty Fulbright grantees:

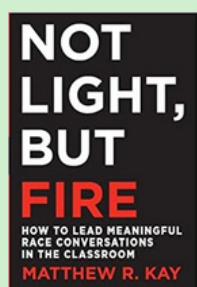
- Zuzana Tomaš, Professor of ESL/TESOL, Department of World Languages, is currently on a Fulbright to Matej Bel University, Slovak Republic
- Susan Badger Booth, Professor & Program Director of Arts and Entertainment Management / Arts Administration, School of Communication, Media, & Theater Arts, will present her 2019-2020 Fulbright Year experiences at Hong-Ik University in South Korea (you can read about her Fulbright experience in our blog on the next page)

Jaclyn Assarian, CIES [Council for International Exchange of Scholars] Washington, will highlight the various Fulbright grant categories and offer a Q&A. A Fulbright can be life-changing for those who receive one. We hope to encourage you to apply, and to maximize your chances of winning this award if you do apply.

Click or scan the QR code to learn more!



book spotlight



This week we feature *Not Light, But Fire* by Matthew R. Kay.

In honor of Black History Month, this book offers practical guidance for teachers to facilitate purposeful conversations about race and racism with their students. We recommend this book to any educator wishing to create a truly safe space for young people to discuss race and racism.

[click here](#) to read the full spotlight or to check out this book, or others, from our library

teaching spotlight



Jennifer Felts

Full-Time Lecturer
School of
Communication,
Media & Theatre Arts

[click here](#) to read about this dynamic professor and the innovative way she approaches teaching at EMU!

Teaching Blog #5 | My Fulbright Experience in Seoul, South Korea during a Pandemic

Susan Badger Booth



Susan Badger Booth

*Professor and Program Director
of Arts and Entertainment
Management/Arts Administration*

Ambiguity, uncertainty, and doubt are all feelings I try to avoid, yet the ability to manage ambiguity is one of those talents that continues to make the list of top skills employers are looking for in new hires. Creating ambiguous and uncertain challenges for my students in my classes introduces these situations in a safe and supportive environment. The COVID19 pandemic has forced us to pivot toward a mode of managing great uncertainty in fast-changing times. As I arrived in Seoul on February 14, 2020 to begin my Fulbright semester, feelings of uncertainty and ambiguity were top of mind. Plans for my semester included

both teaching (at Hongik University) and research. I would be teaching an entry level class to undergraduate students in Arts Management and a graduate level class in Cultural Planning. My graduate students and I planned to conduct focus groups in collaboration with a local cultural organization. Yet, it didn't take long for me to realize that I would need to embrace change if my semester was going to be successful.

Fortunately, Korea was managing this public health crisis brilliantly, as they had already been tested by the earlier SARS epidemic and they have a well-developed national healthcare program in place. Soon Korean universities (including mine) would delay the semester start (originally March 1) by two weeks, and classes were moving online for at least 2 weeks before meeting face-to-face. As was happening at Eastern, we stumbled through the first few weeks, but figured out how to deliver content and share knowledge with our students from the eerily quiet classrooms we created in our kitchens and guest rooms. Two weeks online would turn to 4 weeks and eventually the whole semester would be delivered on-line.

Then on March 19 I received a message from the U.S. Department of State, Bureau of Educational and Cultural Affairs, announcing that the U.S. Fulbright Program would be suspended worldwide, effective immediately, urging all U.S. Fulbright grantees to return home. My grant status had been moved from Fulbright Scholar to Fulbright Alumni overnight; I had until April 13 to return to the US. This was the first in a series of honest yet confusing communications from the Fulbright Office in Washington, D.C. Richly ambiguous and filled with doubt, my situation would change daily for the next week or so. It was only through the patience and fortitude of the local Korean Fulbright Office, the leadership of their board and staff, and their drive to turn outward and focus on the needs of their grantees that the program was able to allow a number of us to stay in Korea.

The EMU administration was equally supportive as I moved my Fulbright Grant to an International Visiting Professor position. Hongik University graciously accepted me in this new role with the same responsibilities. The Korean Fulbright Program showed great transparency and candor as they negotiated dozens of individual and unique situations with each grantee. They helped us with additional health insurance, return transportation, and even housing. They were exemplary at managing change and ambiguity and it is only because of their actions that I was able to continue to teach and work with my Korean colleagues.

Unlike other parts of the world, Korea never moved into lock-down as you experienced here in the US. Instead, everyone was required to wear masks (provided by the government), and a highly developed track-and-trace system was used. Restaurants and many businesses stayed open. Unfortunately, theatres, orchestras and museums were closed for much of my semester. I was not able to conduct in-person focus groups with my graduate students, but instead enlisted my international students from my undergraduate class as our research subjects. In addition, students in the undergraduate class curated an on-line gallery show of Hongik Student Artists as their capstone project. As the Korean university is very focused on the traditional teach and test

model, this applied learning style was challenging for students. I was impressed at how determined they were to create final products in both classes that were worthy of their time and effort. The fact that all of this was completed in a second language and in an online format they were not used to was additionally impressive.

This experience led me to question how I teach managing uncertainty to my students, as I often will intentionally create open-ended scenarios heavy with uncertainty for my students to consider. Could sharing my own doubts, and offering them as working models for my students, be another method to help my students become more comfortable with uncertainty? Living through uncertain moments reminds us of our capacity for both resilience and empathy. Managing ambiguity may cause doubt, but with tolerance and acceptance we can cope with change and take a step toward renewal.

Submit a Blog Post

We welcome blog posts from faculty, lecturers, and interested others 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!



Susan with Hongik
colleague Dr. Woong Jo Chang

What's Coming Up

Click or scan the QR codes for more info



Addressing Misinformation, Bias, and News Literacy Session #1 (Rescheduled from 2/2)

February 16 | 2:00pm-3:30pm

- Through this three-part virtual series faculty will be provided with approaches to help students understand bias and identify misleading, inaccurate, and false information. This first session will focus on skills and tools for verifying the authenticity of information.



Universal Design for Learning Session #2

February 25 | 9:30am-10:45am

- This four part workshop explores creating a learning environment for students with a variety of learning approaches. This session will review the guiding principles of UDL in an online setting and the powerful roles of engagement, representation, and expression.



Faculty Scholarly and Creative Activity Showcase

March 17 | 4:00pm-6:30pm

- We invite all instructors - tenured, tenure-track, emeritus, and lecturers - to display scholarly and creative activities disseminated/completed during 2019, 2020, and 2021.

Submit your information using the form on our website by February 17, 2022.

A Note from Jeff

Under normal circumstances, teaching is hard, and lonely. And these are not normal circumstances.

When I became Director of the FDC, I wanted to use this position to foster a communal culture around teaching, so that we could learn from and support each other, and enhance the work we all do.

The CONNECT Teaching Conference aims to do this. From workshops and presentations on effective practice, a Thursday keynote by Dr. Mays Imad and a Friday lunchtime plenary featuring Dr. Imad and EMU colleagues, and a concluding panel featuring student voices, the conference will help you not only muddle through this rough year, but will also help you to find more success, and greater meaning, in our shared and noble pursuit.

Join us on Thursday and Friday. I promise you, you'll be glad you did.

Jeff

Writing Across the Curriculum Spring Institute

May 3-6, 2022, 9 a.m. to 3:30 p.m.
Application deadline February 25

This four day highly interactive WAC Institute provides participants with the opportunity to develop or refine a course that uses writing. Topics include developing and addressing writing outcomes; integrating writing outcomes with other course learning outcomes; planning and developing assignments; supporting student writing through instruction, feedback, and staged activities; using both formal and informal--higher and lower-stakes-- writing; grading, responding to, and assessing student writing; and managing the paper load.

Click or scan the code to register for the WAC Spring Institute!

