

MARCH 21, 2022

Happenings at the *Faculty Development Center*

Director: Dr. Jeffrey L. Bernstein | jbernstei@emich.edu
734.487.2530 | faculty_development@emich.edu | www.emich.edu/facdev/

Developing Inclusive Excellence in STEM

Friday, April 1, 2022, 10 -11:30 a.m. | 109B Halle, and Zoom

Compared to other majors, the inequality gap in science, technology, engineering, and math (STEM) fields between Black, Indigenous, and People of Color (BIPOC) and their white peers stands out. Addressing the barriers that BIPOC students face in STEM majors requires a concerted focus on equity and inclusion. Many STEM disciplines across EMU's campus are tackling these issues in creative ways.

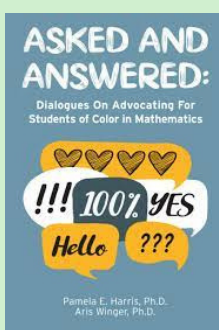
The Faculty Senate Committee for Action on Intersectionality, AntiRacism and Equity (CAIARE) and the Faculty Development Center (FDC) are hosting a discussion on Developing Inclusive Excellence in STEM at EMU. The goal of this event is to provide a venue to share and discuss ideas for tackling equity and inclusion in STEM Departments at EMU. Four STEM Departments- Biology, Chemistry, Mathematics & Statistics, and Physics & Astronomy- will share strategies and initiatives on which they are currently working. These presentations will be followed by an open discussion.

Our hope is that this becomes an ongoing series that stimulates new approaches and initiatives in STEM Departments across campus. We invite you to join us and participate in this important discussion.

Click or scan the
code for more
information!



book spotlight



This week we feature *Asked and Answered* by Dr. Pamela E. Harris and Dr. Aris Winger

This book provides a window into the process of going from a bystander to an advocate for students of color in mathematics. We thank Dr. Andrew Ross from the Department of Mathematics & Statistics for this book recommendation.

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

teaching spotlight



Dr. Kim Barker

Full-Time Lecturer
Management

click [here](#) to read about Dr. Barker and how her commitment to positivity in the workplace shapes her teaching in the College of Business

Teaching Blog: In The Middle

Genera Fields

Genera Fields

Genera (they/she) is the current Graduate Assistant for EMU's Women's Resource Center. They are completing their first year in the Master's of Social Work program and hope to open a community center that provides holistic support in the future.

Binaries suck. There's no way of getting around it. Either we are right or we are wrong, we pass or we do not. We must choose to identify with something or not identify with it, whether we want or do not want something- from birth, there always seems to be something we have to pick.

My identity is no different. The closest I've found to a gender identity that fully suits me is the phrase "Woman (Kind of)." Because, though I often identify with femininity and the concept and community of womanhood, the label "woman" is just not something that sits with me. It's something that has always been attributed to me that I went with, but never felt an earth-shattering connection to. Growing up I never voiced or complained about this. I knew about the concept of dysphoria, which the Oxford Dictionary defines as "a state of worry or general unhappiness", but didn't quite feel that label synced with what I felt, either. Being called "she" didn't make me unhappy or upset, just... neutral.

I didn't feel worthy of the space it would take to completely shift to using gender neutral pronouns without the sense of dysphoria I'd heard so many of my friends talk about. The kind that haunts them into silent shells of who they could be. The kind that has killed thousands of trans youth across the globe. I didn't feel like the twinge of "not quite" I feel when people tell me I'm a "strong, independent woman" or a "brave woman" or even a "smart woman" was enough to push an entire narrative switch. Especially as someone who has always existed in the middle.

I am Black, but raised and trained in white spaces, so I'm the "oreo" of my family: Black and strong on the outside but white and weak on the inside because I "talk white" and "waste time" in higher education. I am Bisexual, but for the longest time I was told that my queerness was just because I hadn't yet "found the right man", and now that I'm in a relationship with someone who isn't a girl I'm told it was just a "phase" until I found my place.

So *of course* I wouldn't make a fuss about, once again, being in the middle. I started using both she and they pronouns towards the end of undergrad and experienced a wave of euphoria-outlined peace every time someone chose the "they" to refer to me. It was affirming. Fun. I felt seen. Whereas "she" still has the same response as someone saying what year it happens to be; it is fact, it helps me contextualize. Something I'm used to and not mad at it.

Coming into graduate school, I had the opportunity to add a preferred pronoun to EMU's systems. Again, I was stuck between which part of myself to use because, in the system, I was not able to put both "she" and "they" pronouns. But,

SUBMIT A BLOG POST

Do you have an idea about teaching and learning that you'd like to share with others? Share it with us! Blog posts can start exciting conversations, spark new projects and highlight important topics. We welcome blog posts from faculty, lecturers, and interested others. Email us at faculty_development@emich.edu for the opportunity to be featured in future newsletters!

ultimately, I chose to put “They” because I figured a little extra affirmation would probably help my educational journey.

And...Nothing happened. At all. My professors are usually pretty solid, but of the 6 I've had I can only remember 2 of them ever making a point to ask about pronouns in class and none of them have ever used the “they” pronoun for me. Ever.

I never said anything about it because I'm raised to not make a fuss about these things, “she” is something that I respond to, and I didn't think writing my pronouns in the system would help anyway, but I can't help but wonder- if my pronouns were never honored, were anyone's? And what would it mean to a student who did experience dysphoria day in and out of the classroom, feeling unable to say anything beyond what they had already put into their student information?

It is not lost on me that the two professors who did make a point to discuss gender and identity had the classes I flourished in. Because it makes a very real, very noticeable difference to be seen. When people “they” me, I feel like everything's okay. Like I don't have to be stuck in the middle, choosing which identity to put forward to be the least inconvenient.

Concluding Comments from Amy Finkenbine

Director - EMU LGBT Resource Center

This was a brief window into the life of just one student, Genera Fields (they/she), Graduate Assistant for the Women's Resource Center. As the Interim Director for our affinity centers on campus, i.e.: the Center of Race and Ethnicity, the LGBT Resource Center, and the Women's Resource Center, Genera's story is unique, but also not uncommon across our campus' classrooms. As they shared, the importance of nurturing and recognizing a student's affirmed identity within academic spaces can be critical to their academic success. Effective teaching and learning strategies can be pulled from many different adult learning and student development theories. From Maslow to behaviorism to Chickering, back through social or experiential, each educator can make choices grounded in theory and practice that incorporate easy wins for creating the best learning environment for their students. For this upcoming [Trans Day of Visibility](#) on March 31st, I encourage faculty across disciplines to find ways to recognize, practice, and use a student's affirmed name and pronouns within their classrooms. If you're wondering where to start, check out our [LGBT Resource Center's](#) upcoming collaboration with the Faculty Development Center on [March 23rd](#), to learn more!

Introduction to LGBTQ+ Identities and Inclusive Language

Facilitated by Elizabeth Gonzalez of the University of Michigan's Spectrum Center

March 23rd, 4:00-5:30 pm | via Zoom

Want to learn more on this topic and how you can make your classroom a more inviting space for queer students?

The Spectrum Center's Introduction to LGBTQ+ Identities & Inclusive Language Workshop is designed to support an individual, department, or organization in their knowledge development of LGBTQ+ terminology, inclusivity, and advocacy.

This is an introductory workshop, yet the content is fundamental to building a safe and inclusive environment. Click or scan the QR code to learn more.



What's Coming Up

Click or scan the QR codes for more info

Thank an Eagle: Call for Nominations

Nominations due March 25, 2022

- We have extended the deadline for submitting nominations for Thank an Eagle! The instructor or staff member thanked receives a formal Thank-An-Eagle letter of recognition from the Faculty Development Center that includes the student's remarks, and is invited to the recognition ceremony. Encourage your students to recognize those who are meaningful to them by sharing the online form. The recognition ceremony is scheduled for April 8th.



How to Use R for Statistics: A Two-Part Workshop

Monday March 28, 2022, 3:30 pm and Monday April 11, 2022, 3:30pm | 109B Halle, and Zoom

- This two part workshop, facilitated by Dr. Khairul Islam, introduces users to R and its functions. The first workshop covers an installation of R and RStudio software, and then works through how data can be entered into R, and how to perform basic statistical analysis via descriptive statistics and graphics. These workshops are cosponsored by the Faculty Development Center and the Office of Research Development & Administration.



Universal Design for Learning Session #4

April 5th, 2:00-3:15 pm | 109B Halle and Zoom

- This interactive session will revisit universal design principles, with a focus on universal design for learning (UDL), and strategize how these principles may contribute diversity, equity and inclusion (DEI) initiatives within an institution of higher education.



Addressing Misinformation, Bias, and News Literacy Session #4

April 6th, 2:00-3:30 pm | via Zoom

- Share how you have addressed misinformation, bias and news literacy and get ideas for adding strategies and assignments to your courses. This open discussion will be facilitated by Sara Memmott and Sarah Fabian of the University Library.

From our friends at the Holman Success Center: Supplemental Instruction for Faculty

- Supplemental instruction at EMU typically offers support for gateway undergraduate courses. These are usually general education and/or program gateway courses with high enrollment and moderate-to-high drop or fail rates. Click or scan the QR code to learn more about this useful resource!



From the Inclusive STEM Teaching Project: Massive Open Online Course *March 23rd to May 4th*

- This program is designed to advance the awareness, self-efficacy, and ability of STEM faculty, postdocs, graduate students, and staff to cultivate inclusive learning environments for all their students and to develop themselves as reflective, inclusive practitioners.

