

FDC HAPPENINGS

December 5, 2022



A man and a woman sit together, the woman using a pen and paper to write while the man scrolls on his laptop.

Planning Your Scholarly Agenda for the Winter Semester

December 8, 3:30pm, in 109B Halle and via [Zoom](#)

Join Dr. Sarah Walsh, who has been facilitating the Research Writers Collaborative this past semester, to identify and balance your scholarly goals for the upcoming semester and set realistic steps to meet them. We invite you to this presentation and a discussion of best techniques for getting your writing done. Register [here](#).

Winter Research Writer's Collaborative

Learn more [here](#). Fill out the interest form [here](#).

We intend to continue the Research Writers Collaborative in the Winter, and to expand the number of groups. We invite you to fill out the form (linked above) to indicate your interest in participating in this collaborative next semester; dates and times will be determined at the beginning of the winter semester.

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CAMPUS HIGHLIGHTS:

New Year, New Me

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As we come around to the end of the semester, I have been thinking a lot about the kind of bird I want to be next year. I have come up with a few goals for 2023 that I wanted to share with you all. I also wanted to hear some of your resolutions, so I made Jeff send an email asking! Thank you to all who shared.

From Eggbert, the FDC Comfort EMU

I have a lot of resolutions this year!

- I want to go to class more - I always want to be learning and growing, but some days it is tough to make it to class! I think I want to go more next year! I'm always up for invites to visit your classes . . .*
- I also want to travel more - the FDC can get a bit stuffy, I'm always glad to be out and about. I think this year I want to go on a road trip.*
- I really want to meet more people - I have loved meeting all of you over this past year, especially when I got to go to EagleFest!*
- Finally, I really think I can get promoted - I think I am at a point in my career at the FDC that I can go for a raise, I'm building up the confidence to ask! If you see Jeff, put in a good word for me please!*



From All of You!

"My teaching resolution (at least one) is to use more visual aids. I use physical models and virtual models but more visuals during class remains a goal. I would, of course, like to improve the quality of my comedic content as well - apparently I have a penchant for "dad jokes" in class. " -Frank Fedel

"In the coming new year I plan to send out pre-semester surveys to get to know my students a little better and inquire about topics they would like to see in the syllabus. I also plan to co-create the final assignment with my students as a way to ensure it is relevant and meaningful on their path to completing a PhD." -Rachel Radina

"As a teacher educator, I feel like I need to model best practices, and as such, I find myself scaffolding everything. However, is this a disservice to teacher candidates given that among the most essential career skills for teachers are tolerating ambiguity, adapting to difficult, unexpected situations, and teaching creatively? How do I reconcile my aspiration to scaffold my instruction and engage students in the messiness characteristic of real-life teaching? My goal is to navigate and reflect on this tension next semester as I continue to teach." -Zuzana Tomáš

"I'm planning to help students identify how all assignments are connected to the set outcomes for the course (not just the larger more obvious ones). My hope is that this will enhance the value which can lead to motivation." -Amy Bearinger

UPCOMING EVENTS

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



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Secondary Teacher Preparation Program

December 9, 10:00am, via [Zoom](#)

Join us for our last session on December 9 when we share what we have learned and how we can implement teacher preparation lessons in our disciplines. Participants will receive an honorarium. Click [here](#) to learn more.

Earlier this semester, we hosted a series of presentations about Internal Research Awards, focused on the Summer Research Awards. Our second round of presentations 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

See [website](#) for workshop details
FRF and Sabbatical Applications due
January 31, 2023

Faculty-Led Travel Program

January 17 & 24, 2023
109 Halle or Zoom

See [website](#) for times and Zoom links

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.

Whenever we hire a new faculty member, we place much stock in our ability to predict if they will be an effective teacher. Teaching lies at the heart of what we do as a university, and in the evaluation process for faculty. And, 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. We will explore the benefits and drawbacks of each method, and help participants to determine which approaches will work based upon what they wish to learn about their candidates. 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

SAVE THE DATE

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2023 CONNECT Conference

February 9 & 10, 2023
Halle Library
See [website](#) for more details

Join us on Thursday, February 9, for a keynote address by Dr. Alison Cook-Sather, where she will introduce the background and importance of pedagogical partnerships, including how this work has begun at Eastern and how it can expand on our campus. Friday will feature sessions from EMU faculty, lecturers, and staff on a wide range of teaching and learning topics. We invite program proposals for presentations or workshops on effective teaching practices, supporting diversity, equity, and inclusion in the classroom, supporting student wellness, strengthening student-faculty partnerships, and more! Submit a program proposal [here](#). Click [here](#) to learn more about the CONNECT Conference.

Faculty Showcase

March 23, 2023
4:00 pm

We invite all tenured, tenure-track, and emeritus faculty and lecturers to display posters, journal articles, books, artwork, and videos or compact discs (CD) of performing art, etc., that highlight scholarly activities that were completed during 2022. Click [here](#) for more information.

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

Controversial Discussions

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. We serve our students best when we provide a space for these discussions to occur, this session will help us all do this more effectively. Click [here](#) for more information.

SPOTLIGHTS

This week's book spotlight is *Presumed Incompetent II: Race, Class, Power, and Resistance of Women in Academia*. The book focuses on identifying, examining, and finding solutions for the obstacles that women - regardless of their intersectional backgrounds - often face in their careers in higher education. This book comes at a time where white supremacy and misogyny are a forefront of conversation and identifies ways to shift the narrative. Click [here](#) to read the full spotlight or to see other books in our library.



This week we are spotlighting Dr. David Thomas. In his teaching spotlight, Dr.

Dr. David Thomas Professor and Program Director Therapeutic Recreation

Thomas discussed his research and field experience, how educators can bring their field experience into the classroom, and the joys that he feels working with students and seeing them grow. To read the full spotlight, click [here](#).

TEACHING BLOG: THE UNSPOKEN RULE: BEING THE FIRST MEANS GOING FORTH & BLAZING A TRAIL FOR OTHERS

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As I think about being the first to do something, I ponder on the weight often carried by those who bear that cross, either by choice or by force.

By fate, my life has been filled with a series of firsts: being the first-born child, first male grandchild, and more. Being born and raised in the Mississippi Delta to teen parents, societally speaking, earning my high school diploma – let alone going away to college and earning a degree – was not in the cards for me. At the same time, there existed a palpable ‘unspoken rule’ to somehow blaze a trail for those who would come after me. Navigating these unspoken expectations often brought feelings of anxiety, doubt, and frustration – how was I supposed to blaze trails?

I carry a sense of honor and pride in the moniker of being “first”. Yet, that doesn’t mean that being “first” hasn’t come with its hurdles. The ACT, FAFSA, and college applications, to name a few, revealed that being “first” was not all it was cracked up to be at times. However, through attending college at Jackson State University (MS) I realized the power of being first as a TRIO McNair Scholar. The community I found within this program and across campus helped to foster my strengths and build confidence in myself as an important member of my institutional community. Through my experiences there, being “first” became a defining part of my identity and is an aspect of who I am that gives me great strength and unique perspectives in life. I built a foundational understanding of how best to leverage resources and knowledge to drive change in the institution, community, and within my family.

Now, as the program director of TRIO Student

By Anthony Webster

Support Services (SSS), and as a first-generation higher education professional, I have found value in the art of storytelling, and authentically sharing my own narrative and experience as a “first” with my colleagues and the students I support. Having the chance to serve on the NASPA First-gen Forward Committee at Eastern Michigan with colleagues who share this identity has created a space to engage in storytelling about our first-gen experiences. Through the art of storytelling, we affirm our experiences and inform the EMU community about how we navigate institutional structures to serve as advocates for students, faculty, and staff ac-



ABOUT THE AUTHOR

Anthony is a proud native of Greenville, Mississippi. As an undergraduate student at Jackson State University, he recognized his passion for higher education and student success after being hired as a work-study student in the Dean of Students Office. As a first-generation college student, he knows first-hand the hurdles students encounter as they seek to build a better life for themselves and their families by earning a college degree. He is determined to improve systems and policies that serve as barriers for these students. Anthony currently serves as the Program Director of EMU TRiO and is a doctoral candidate at Wayne State University pursuing a Ph.D. in Educational Leadership and Policy Studies.

oss the university. Cultivating community is critical to constructing belonging for students, faculty, staff, administrators, alumni, community members, and more that centers being

“first” as an opportunity that can be a beacon of hope for others, not a deficit.

Being “first” means going forth and blazing a trail for others. As a first-gen college student and now professional, I strive to be the role model I desired when I was younger. I no longer shy away from my ‘first-gen’ identity. Moreover, I found joy in connecting college students with resources and tools to aid their holistic development, dismantling oppressive educational systems, and engaging university leaders to create spaces where first-gen students can thrive.

As impactful contributors to the community we can build for first-generation students here at EMU, faculty and the classroom environment they create can serve as critical conduits to resources and guides in this same way. The EMU NASPA First-gen Forward committee encourages individuals to consider the following enhancements to our learning spaces to support the success of EMU’s first-generation students:

Provide Clear Communication Regarding Expectations & Learning Engagement

Consider how you can clearly articulate expectations and classroom practices/policies both through your syllabus, Canvas, in-person, and other creative outlets. Be aware of not assuming your students know or understand why/when/how to navigate your classroom for

success. This includes things like discussing the best way to communicate with you, the value and purpose of office hours, expectations in regards to participation in the class, and providing transparent expectations regarding assignments and grading.

Encourage Utilization of University Resources

Through your work with students, you have the opportunity to serve as a bridge and connection point for students and university resources. Take a moment to familiarize yourself with available resources across campus that can support your students both inside and outside of the classroom to support their overall wellness and academic success. Check out the [FDC resources webpage](#) as there are many campus resources highlighted! Also, we encourage you to download the “[EMU Engage](#)” app as there is a wealth of university information available through this app!

The work that you do, as faculty members, to support first generation students is important work, and will be much appreciated by your students.

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!



CONGRATULATIONS

EMU FALL 2022 GRADUATES

including the FDC's student worker Lauren Silvia