

FDC HAPPENINGS

October 24, 2022



A group of people sit around a table, talking to one another. It seems as if a person, whose back is facing the camera, is talking while the others look to them.

Faculty Support Group

Every other Monday, 11:00am,
Next meeting on October 31, on [Zoom](#)

The Faculty Development Center would like to invite you to our faculty support group. This group is open for faculty and lecturers to seek support from peers on any stressors that may surround or affect the work we do as educators. Sometimes, we just need to talk to others to help ourselves address the challenges we confront.

The group meets every other Monday at 11:00am on Zoom, with our next meeting being October 31. The group is facilitated by Dr. Quentin Hunter from the Department of Leadership and Counseling.

We hope this will serve as a place to support one another in all of our roles! The content of all group meetings will be strictly confidential.

Click [here](#) for more information, or email Quentin Hunter at qhunter1@emich.edu, or Jeffrey Bernstein at jbernstei@emich.edu.

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CAMPUS HIGHLIGHTS: UWC for Grad Students and Faculty

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The UWC offers writing support to EMU graduate students and instructors, as well as EMU Faculty members, both for the classes they teach and the writing they do. Here, we highlight some of the tools offered to these groups.

From the University Writing Center

UWC for Graduate Students

Request support [here](#). Learn more [here](#).



A woman sits at a wooden table writing in a notebook with a cup of coffee and a laptop in front of her.

- **In-Person, On-Campus Consultations:**

One-hour appointments must be scheduled at least 24 hours in advance, and appointments occur Monday – Friday. The consultant does not read documents before appointments; documents can be shared during the appointment.

- **Real-Time, Virtual Consultations:**

One-hour appointments are available via Zoom or Google Meet Monday through Friday. Consultants do not read documents before appointments; documents can be shared during the appointment.

Appointments must be made at least 24 hours in advance.

- **Asynchronous/Written Feedback:**

A writing consultant reviews and comments on an uploaded document. Documents of any length can be submitted, but turnaround time depends on the number of double-spaced pages to be reviewed. Generally, it takes 2 days for each 10 pages submitted.

UWC for Faculty

Learn more [here](#).

- **Writing Support for Teaching:** Continuing in Summer and Fall 2022, the UWC is offering in-person workshops for your in-person courses in addition to Zoom workshops and pre-recorded videos that you can embed in Canvas. Request your workshops using our [Google Form](#). [Read about the workshops we offer](#) to discover the best fit for you.
- **Writing Support for Your Writing:** As an EMU faculty member, you can [request a consultation](#) or [submit your own writing to the UWC for feedback](#).

More questions about UWC Graduate Student or Faculty services? Contact Beth Sabo at bsabo2@emich.edu.

UPCOMING EVENTS

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



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Research Writer's Collaborative

*Every Thursday,
1:30 pm-3:30pm
via [Zoom](#)*

The Research Writers' Collaborative is an opportunity for EMU faculty to support each other while achieving realistic writing goals (i.e. developing a conference paper, drafting an article, revising a book chapter, etc.). This community also provides an opportunity for participants to give and receive helpful feedback on their writing as well. Learn more [here](#).

This workshop will provide examples of common microaggressions in faculty-student interactions and their impact on students' sense of belonging, engagement, and overall success in institutions of higher education. The workshop will also address the impact of microaggressions on BIPOC faculty and will provide resources for effectively responding to and mitigating the negative effects of racial microaggressions. Click [here](#) to learn more.

The Impact of Racial Microaggressions

*October 28 & November 9
12:00 pm & 2:00 pm
respectively
109 Halle and Zoom*

In 2018, the Michigan Department of Education announced their updated "students-first" teacher certification system. Since then, faculty across EMU's colleges and departments have taken this opportunity to revitalize our teacher preparation program to incorporate the new professional standards and state requirements. Join us as we describe the blueprint of the program, introduce our guiding principles, and review core teaching practices. Faculty and lecturers will receive an honorarium for participation in each session.

Secondary Teacher Preparation Program

*October 28, November 11, 18 &
December 9
109 Halle (300 Halle on Oct. 28)
See [website](#) for times*

UPCOMING EVENTS

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eFellows Grant Proposal Writing Workshops

November 2, 1:00pm and
November 3, 9:00am
via [Zoom](#)

Proposals are due November 21 at 5:00pm

The eFellows program supports faculty and full-time lecturers in piloting innovative technology-based projects that enhance student-focused instruction in courses and curriculum. Two virtual, drop-in workshop sessions will be offered pre-submission for proposal writing support. Learn more [here](#).

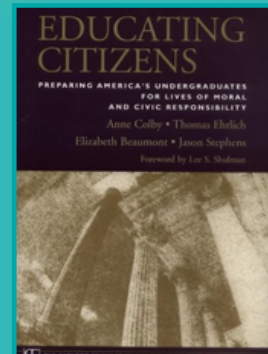
Since the pandemic began, EMU has invested in creating hy-flex classrooms, enabling instructors to integrate students who are both in the classroom or remote. This technology, however, is only as effective as the people employing it. Please join this session with Ashley Johnson Bavery, Ron Flowers, and Alankrita Pandey, instructors who have done exciting things with the hy-flex classroom. They will offer guidance on how to maximize the possibilities available in this exciting setup. Learn more [here](#).

Hy-Flex Classrooms

November 16
3:30pm-4:45pm
217 Pray Harrold or
[Zoom](#)

SPOTLIGHTS

This week's book spotlight is *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility*, by Anne Colby, Thomas Erlich, Elizabeth Beaumont, and Jason Stephens. In this book, they convey that higher education is essential in supporting democracy by looking at American colleges and what they do to support civic education. Click [here](#) to read the full spotlight or to check out this book, or others, from our library.



This week we are spotlighting Amanda Ellis from the Psychology Department. In her Teaching Spotlight, Professor Ellis talks about the importance of making students feel comfortable and safe in the classroom while also trying to balance your own work and life. To read the full spotlight, click [here](#).

Amanda Ellis
Part-Time Lecturer
Psychology

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A Call to Act

As Dewey argues, a democracy cannot sustain itself without the participation of informed citizens, and we, as educators, hold an essential role in the process of its ongoing rebirth. From our early childhood centers to our doctoral classrooms, we are the midwives. In What Universities Owe Democracy, the President of Johns Hopkins University, Ron Daniels, draws attention to higher education specifically and makes the case that colleges and universities are indispensable to the democratic process.

On the ground, EMU faculty understand their civic value, but, focused on enrollment numbers and post-graduation employment rates, as we must be, we perhaps have lost sight of this critical responsibility. Daniels claims that despite their democratic necessity, institutions of higher education have failed at living up to their responsibility, and we understand this to be true too.

Daniel's argument is supported by alarming public data. Americans' trust in government is declining, and people from opposing parties see the other as immoral, but we hardly need stats to tell us about the civic disengagement that has been happening around our family Thanksgiving tables. Many families have decid-

ed to stick to the topics of weather and football. Maybe this avoids food fights and keeps peace in our families, but this avoidance does not model civic dialogue for the next generation. Doing this modeling, then, becomes something we can do in our classrooms.

The call to act is urgent. One pollster draws attention to one point of agreement across party lines, but unfortunately, this point of consensus is one that does not bring us solace. He reports, "Americans coalesce around an ominous concern. Democracy, the bedrock of the nation, is in peril." Our democracy is experiencing enormous strain, and it is time to act—in our classrooms, in our program areas, and at our university.

A Collective Responsibility

At the individual level, we can make a personal commitment to building our pedagogical skills and capacities, and fortunately, there is as much research about what works in classrooms to engage learners' civic dispositions as there is about our national and institutional shortcomings—perhaps even more. In our university classrooms, creating opportunities for discussion and deliberation, political research and action projects, and structured reflection are impactful civic methods.

Civic educational scholarship also tells us that learning to plan controversial discussions that situate diversity as a pedagogical asset develops student's political interests and efficacy. Perhaps educators from non-civic disciplines might not see their teaching as part of democratic development, but we encourage everyone ask "How can I encourage

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!

my students to think about the connections between my discipline and their societal problem solving?" For example, our chemistry, business, and engineering majors need to make connections between the work and their responsibilities as citizens.

While each instructor at EMU from every discipline can and should make individual commitments and take immediate actions, fostering an impactful civic climate also requires collective action. As faculty, we must cross the silos to create interdisciplinary collaborations and programs with a shared purpose and determination to build an institution of higher learning that builds civic agency and sustains democracy.

We have been a part of many conversations around campus with people who share our commitment and sense of urgency, and we are using our appointment as the Morris Co-Chairs through the College of Education to bring us together to build our capacities and begin to take action.

An Invitation from the Michael G. Morris Co-Chairs

As the 2022-23 the Michael G. Morris Co-Chairs, we plan to use the Chair to engage in the questions and possibilities that address the central question, *How can Eastern Michigan University do better at preparing our classroom educators to be the teachers of citizenry?* In addition to our robust research agenda, we have organized a Democracy Fellowship opportunity for faculty and lecturers. While our work focuses on teacher education students, we encourage instructors from across colleges to join this learning community. Several national experts in civic education, including Kei Kawashima-Ginsber (the director of the Center for Information & Research on Civic Learning and Engagement), will facilitate workshops; a schedule of these workshops is on the Morris Chair website. Our speakers will build Democracy Fellows pedagogical capacities as well as support our collective vision making. Faculty and lecturers

from all disciplines are encouraged to apply, and if you are not able to join the Democracy Fellows learning community, each speaker will prepare a talk open to the EMU community; these dates will be kept updated on the Morris Chair website as well.

Become a Democracy Fellow: What to Expect and How to Apply

Democracy Fellows must commit to attending the public speakers talks that will be held on Thursday evenings and participate in the follow-up workshops on the following Friday mornings. If you are interested in applying, [click here](#) to go to the registration form. Applications are due December 9, 2022. Dates for Democracy Fellows Meetings are: January 13th, January 27th, February 10th, February 24th, March 10th, March 24th, April 6th, and April 21st.

Our hope is that our initiative will transform our classrooms and our institution to become more civically informed and engaged, and that this change will be the rebirth that we need to sustain democracy. All educators are midwives.

ABOUT THE AUTHORS



Amanda O. Maher is an Assistant Professor who teaches History, Secondary Methods, and Teacher Education courses. She is the Michael G. Morris Endowed co-Chair for the 2022-23 academic year.

Brigid Beaubien is a Professor of Teacher Education and teaches the Social Studies Methods courses. She is the Michael G. Morris Endowed co-Chair for the 2022-23 academic year.

