

FDC HAPPENINGS

January 16, 2023



A group of eight individuals sits in a circle, with one person standing in the middle. They are wearing business casual clothing.

Discussing Controversial Issues in the Classroom

January 31 & February 21

3:30 PM - 5:00 PM, see [website](#) for locations

Controversial political, social, and identity issues are inescapable in our world, and they affect us all not just as people, but also as educators and learners. Faculty and students can sometimes shy away from conversations pertaining to difficult topics because they might feel ill-equipped to facilitate discussions or are afraid they might say something offensive. With this in mind, we invite you to join us for a two-part workshop where we will offer resources and ideas on how to approach these issues.

On January 31, the first part of the workshop will introduce the challenges associated with addressing controversial issues in the classroom. We will hear from both students and faculty about why these issues are important to address, and get their perspective on how to best handle these discussions. On February 21, the second part of the workshop will build on the conversations from the first session, and offer a toolkit for how to approach controversial issues in different contexts. Click [here](#) for more information.

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CAMPUS HIGHLIGHTS: EMU LIBRARY'S SCHOLARLY IMPACT CHALLENGE

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During the Winter 2023 semester, the EMU Library is holding a Scholarly Impact Challenge to help EMU scholars better understand and manage their online scholarly presence, as well as the impact and reach of their research.

From Halle Library

How does this Scholarly Impact Challenge Work?

- Sign up to receive a weekly email with information about a particular challenge and a link to the relevant reading and activity.
- Each of the 10 challenges should take about 15 minutes to complete. Each challenge can also stand alone.
- You can skip a week without worry, or collect the emails and do the challenges in any order!

TOPICS INCLUDE:

- ORCID iDs and Google Scholar profiles
- Open access
- Repositories
- Creative Commons licenses
- Impact metrics
- The h-index
- Altmetrics
- Social media
- Slideshare

WHEN?

January 23 - April 3

*Note: No challenge will be delivered during Spring Break

Ready To Take the Challenge?

Complete the [registration form](#)

Review the [Scholarly Impact Challenge Guide](#)

Questions? Contact Julia K. Nims
jnims@emich.edu

UPCOMING EVENTS

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



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The Faculty Development Center will be facilitating a series of learning communities to enable faculty to delve deeply into their topics of interest. In the boxes below, we have provided information about three of our current learning communities, which are now accepting applications. We encourage you to apply to any that pique your interest!

Registration due
January 20
See [website](#) for
session times
and locations.

Teaching Using Oral History

Hosted by Alexis Braun Marks, and Matt Jones, 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.

College in Prison

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

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.

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

Navigating Sexual Violence

This learning community supports faculty who want to meaningfully challenge the culture of sexual violence. We will offer hands-on, scenario-based, and evidence-driven best practices for addressing sexual violence in the classroom, including creating a trauma-informed syllabus, using (or not using) trigger warnings, handling offensive comments and common myths, facilitating difficult discussions, responding to disclosures, and offering students a hopeful way forward. This seminar is facilitated by Marilyn Corsianos and Christine Hume.

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. 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 how to submit a proposal. Our second session will focus more on logistics of travel courses, including how to address issues of health and safety while traveling.

See [website](#) for more
information

Research Writers' Collaborative

Sarah Walsh, Associate Professor of Health Administration, will host the Research Writer's Collaborative this semester. If you are interested in being part of a group that gathers once a week, virtually, to support each other in writing, this program is for you! The 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.). Click [here](#) to register!

UPCOMING EVENTS

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2023 CONNECT Conference

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

Join us at 5 PM 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, staff, and students 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.

Our second round of presentations this year focuses on applying for Sabbaticals and Faculty Research Fellowships. If interested in attending, click [here](#) to learn more and view workshop details or click [here](#) to register.

Internal Research Awards

Workshop Dates:
January 23 at 3:30 PM
January 26 at 3:30 PM

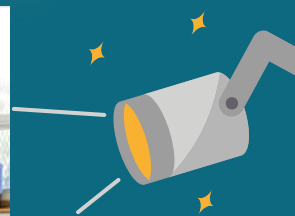
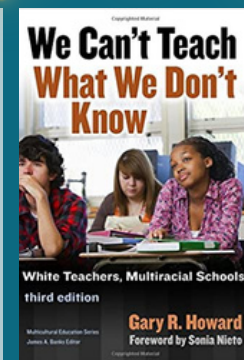
Join us for a three-part series on The New Tradition of the Non-Traditional Student and What that Means for Teaching and Learning. The topics for these workshops are (1) caregiving; (2) apologies; (3) work/life/school balance. Faculty and students are invited to share their experiences with these important topics. The first program will be February 15 at 12:30 PM.

The New Tradition of the Non- Traditional Student

See [website](#) for more details

SPOTLIGHTS

This week's book spotlight is *We Can't Teach What We Don't Know: White Teachers, Multiracial Schools* by Gary R. Howard. Howard reviews the progress we have made, as well as highlights the lack of progress. Making a case for the "fierce urgency of now," it speaks to what good teachers know, what they do, and how they embrace culturally responsive teaching. This is widely used in teacher preparation courses and for in-service professional development. Click [here](#) to read the full spotlight or to see other books in our library.



This week we are spotlighting Dr. Paul Leighton. In his teaching spotlight Dr. Leighton discussed the astounding work he does at SafeHouse, Washtenaw County's domestic violence center, and he also discusses the many different classes he has taught over his 25 years at Eastern. To read the full story of this dedicated and socially-conscious educator, click [here](#).

Dr. Paul Leighton Professor Criminology

INTERDISCIPLINARY PROBLEM-SOLVING IN THE CLASSROOM

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“Coordination, communication, collaboration” have always been the cornerstones of problem-solving in our disciplines of Social Work and Business Management. In Management we consider the need to work on optimizing solutions with imperfect information

while balancing and meeting various stakeholder expectations. In Social Work, while focus is on the individual’s mental wellness, there is a strong need to bring together a variety of resources to work towards providing them with positive solutions. As educators in these areas, we have deliberated the importance of connecting across differences, but only theoretically in our classrooms.

It took the pandemic, and working together on the EMU-AAUP Executive Council, for us to start discovering commonalities in our research and pedagogy. Coffee and a shared love of cats only helped cement our partnership. We started working together on research on workplace stress for frontline non-healthcare workers, melding perspectives on workplace outcomes and employee mental health. As we worked together, we found ourselves deeply involved in the severity and complexity of the problems that Covid-19 was creating for workplaces and employees. We had to find ways to bring our academic learnings into the classroom. At the same time, it was becoming clearer that mere conceptual discussions would not be sufficient.

And this is where we introduced the InterProfessional Education (IPE) Simulation. Used in Healthcare to bring together different healthcare relevant professional groups and students in a classroom setting to improve collaboration and quality of care, IPE has been developed to reduce the impact of professional silos in training healthcare students.

INTERPROFESSIONAL PROBLEM-SOLVING IN THE CLASSROOM

By Alankrita Pandey & Jillian Graves

We used the IPE model and developed an in-class simulation to use with upper-level graduate students from Management and Social Work. Since these students had taken lower level graduate classes, they knew about the importance of working collaboratively across disciplines. However, they had varying levels of practical experience. We divided the class into groups consisting of equal numbers of students from each discipline. Each group was presented with the simulated case of a workplace struck hard by Covid-19 and asked to find employee and workplace solutions. They were to approach the particular employee morale, workplace outcome, mental health, and physical sickness issues using the discipline-specific training they had received thus far. As with other IPE simulations, we let the students manage and handle the problem and discussions. Then they got together and discussed the process they had participated in.

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!

The student response to the simulation was more than gratifying. We had been observing their interactions and were impressed by the depth, nuance, and understanding with which they approached the problem at hand. Their reactions to working together were even more positive. Social Work students remarked on how they were now able to view individual issues with a lens of bottom-line outcomes, while Management students talked about how it helped them move away from only a cost-centric perspective to finding people-specific solutions.

Both groups expressed how much more their understanding of their own fields was enriched by this interaction. They talked about how they rarely interacted with students from other colleges and how little they understood about those fields. Even students who had work experience were amazed at how much more they learned about an issue just by interacting with someone trained differently from them. They remained engaged in the discussion way beyond class time (and this was a late weekday evening).

As colleagues and inter-disciplinary researchers, this has been an extremely rewarding experience. Our research has helped us bring together our training in distinctly different fields with a common purpose. We enjoy the academic rigor and challenge that it presents, along with the complementary skills we bring together. Being able to translate the varied and sometimes disparate perspectives of our academic fields to active learning in the classroom has been incredible. Our pandemic training in Zoom technology has helped us seamlessly align this process to a classroom setting. The case itself was not difficult to develop. We know that even after the pandemic, there will be other broad change-related workplace issues requiring complex interactions, communication and coordination.

By using the IPE we are able to provide our students with a controlled environment in which to develop and practice their skills.

We want to continue working on developing this Interprofessional Interdisciplinary approach as a part of our pedagogy using a broader array of cases and simulations. We would like to reach out to the campus community to work with us on more such curricular and research collaborations. In fact, we would like to work to create a Learning Community of interested interdisciplinary scholars and teachers. Please keep your eyes open for opportunities to be part of such work in the future.



ABOUT THE AUTHORS

Jillian and Alankrita have been working together on interdisciplinary research following the Covid-19 pandemic.

Alankrita Pandey is an Associate Professor of Management. She teaches courses in Human Resource Management. Her research interests are on employees at the workplace and the importance of role-relationships and employee well-being. Since the pandemic she has been trying to research understudied worker populations.

Jillian Graves is an Associate Professor of Social Work whose research interests include caregiving, mental health in the workplace, sibling identity development, trauma reactive violence, adolescent and emerging adult development, interprofessional education, and qualitative research methodology. She teaches courses related to practice with adults who have mental illness diagnoses, fieldwork, and clinical practice for adults, families, and small groups.