

FDC HAPPENINGS

January 23, 2023



A group of many individuals stand together while one is wearing a pride flag around their neck.

LGBTQ Programming at the FDC

February 6th & 20 & March 27

3:30 PM - 4:45 PM, see [website](#) for locations

Eastern Michigan University provides multiple resources to LGBTQIA+ students and community members, such as gender inclusive bathrooms housing and the option to have your preferred name and pronouns on your ID and my.EMICH account. While these are extremely helpful, we wish to offer more opportunities for faculty to grow their knowledge on LGBTQ+ issues to make their classrooms as inclusive as possible.

Join the Faculty Development Center in talking about addressing LGBTQ+ issues in education programming. We will be discussing everything from an introduction to LGBTQ+, such as the usage of pronouns and correct verbiage, to enhancing how we teach so that we as faculty can create a feeling of belonging and inclusion in the classroom. We will be holding three different workshops that will cover topics including LGBTQ+ 101, Infusing LGBTQ+ Issues and Content Across the Curriculum, and Faculty-Student Interactions.

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CAMPUS HIGHLIGHTS: EMU FULBRIGHT PROGRAM AND YOU

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The Fulbright Program allows students and faculty the opportunity to study, teach, conduct research, and exchange ideas on an international level. Here at Eastern, we are proud to say that many of our students and faculty have been able to experience the wonders the Fulbright Program has to offer.

*From
Dr. Carla Damiano*

To help aid in the success of our community, the Faculty Development Center will host "How to Apply for a Fulbright Grant", an informational workshop for faculty, staff, and administrators, this April 11th at 2 PM. During this workshop, participants will hear from several experts about the different types of Fulbright grants, how to apply, and success stories from their fellow EMU faculty. *More details coming soon!*

"My Fulbright experience has had a profound effect on me and my family. I was able to connect with a completely different group of university students and colleagues, and my kids had a chance to experience a different educational and cultural system. I continue to leverage the connections I have made even now, one year after my stay. My EMU students get to work with Slovak university students on a virtual exchange project, learning key global and pedagogical skills together. I am incredibly thankful to Fulbright, and hope that all EMU faculty consider this opportunity to share and grow."



Dr. Zuzana Thomas

Are you a member of the Fulbright family? Did you receive a Fulbright either at the student or faculty level? Help us identify *all* of EMU's Fulbrighters! Join us in creating a community to support other Fulbright alumni, share experiences, and promote the wonders of Fulbright.

Interested in the workshop or joining the Fulbright Alumni group?

Contact **Carla Damiano** with any questions or inquiries

cdamiano@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 two of our current learning communities, which are now accepting applications. We encourage you to apply to any that pique your interest!

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.

Navigating Sexual Violence

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

This is for 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.

Since ChatGPT emerged on the scene, lots of people have been talking about it. Is this much ado about nothing? Or, does this represent a sea change in how we should be teaching and assessing student work? Or (most likely), is it somewhere in the middle of these two extremes? Ann Blakeslee and Jeff Bernstein invite you to join us for an informal discussion of this new development in higher ed, and for sharing some thoughts on how we address it in our teaching. Register [here](#). See [website](#) for more details.

ChatGPT: The Hype and the Reality

January 30 @ 2 PM
Faculty Development Center or [Zoom](#)

Faculty-Led Travel Programs

January 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 the second workshop in this series. Our second session will focus on logistics of travel courses, including how to address issues of health and safety while traveling. We will be joined by numerous campus experts on these topics for this session. See [website](#) for details.

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](#) to register and for more details. We encourage faculty to invite students to register and attend.

Controversial Discussions

January 31 &
February 21, 2023
3:30 pm - 5:00 pm

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. Click [here](#) to register.

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

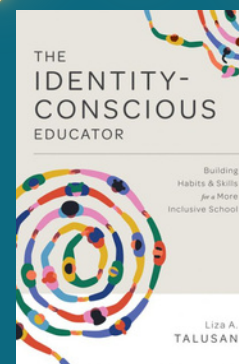
Join us for a three-part series on The New Tradition of the Non-Traditional Student and What that Means for Teaching and Learning. Faculty and students are invited to share their experiences with topics surrounding education during the pandemic. The first program will be February 15 at 12:30 PM.

The New Tradition of the Non- Traditional Student

See [website](#)
for more
details

SPOTLIGHTS

This week's book spotlight is *The Identity-Conscious Educator: Building Habits and Skills for a More Inclusive School* by Liza A. Talusan. In this book, Talusan explores the ways educators can create an inclusive community focusing on five identity categories: race, social class, gender, sexual orientation, and disability. This book is a great complement to our [Discussing Controversial Issues in the Classroom Program](#) we are hosting January 31 and February 21. Click [here](#) to read the full spotlight or to see other books in our library.



This week we are spotlighting Dr. Christine Neufeld. In her teaching spotlight Dr. Neufeld discussed the work that goes behind designing her classes, specifically on Mythology and Science Fiction, her love for working with students, and the new creative outlets she provides in the classroom. To read the full story, click [here](#).

Dr. Christine Neufeld Professor English Language & Literature

Teaching and Learning Together (TaLT), an initiative of the Faculty Development Center, was launched in response to a concern about students feeling disconnected from campus and their education in a setting severely impacted by COVID-19. This year is the first year of TaLT, and our focus lies in understanding the ways that close student-faculty partnerships impact our campus community, and how these partnerships can be expanded and supported.

To gather this knowledge, our learning community has put in impressive work to learn about the pedagogy of student-faculty partnerships and connect it with their own experiences in both small group reflections and whole group discussions. These reflections and discussions have given space for members of this group to share their diverse experiences with partnership in their respective roles and fields, and have produced honest and thought-provoking accounts of what partnership looks like at its best. We wanted to share some results of the discussions so far, and we hope that you will find them as engaging as we do. This blog post has been broken down into three sections, each reflecting different topics participants have read about and discussed. The following bullet points highlight the key points of each discussion. Each bullet point is expanded on in their respective section.

- Characteristics of partnership include mutual trust, understanding, and respect
- Perspectives of non-expert learners are important and valuable in the educational process and should be acknowledged as such
- Opportunities such as research and events held by departments allow students to interact with their educators in more meaningful ways and break down anxieties around power structures in academia
- Partnerships allow students and educators to learn from each other
- Questions about student credibility hinder partnership opportunities, as do constraints on communication, time, and resources

By Jessi Kwek

Characteristics of Partnership

Our first full discussion focused on the characteristics of partnership, in which the members of the learning community identified the most important features of successful student-faculty partnerships. Perhaps the most important feature of partnership identified by the group was an *establishment of mutual trust, understanding, and respect* among all parties involved in the partnership. This means appreciating the roles that both students and faculty play in partnerships both in and outside of the classroom. This is necessary for acknowledging and challenging traditional hierarchies that exist in academia, as students shared that they often feel that their own knowledge and perspectives are not valued in the same way as a result of lack of formal education.

In true partnership, though, the learning community emphasized that *the perspective of a non-expert learner is important and valuable and should be treated as such*. Both students and faculty shared that employing active listening in both classroom settings and informal conversations can signal that both sides have something important to contribute, and faculty inviting engagement and feedback can make students feel that they have a more active role 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!

their learning. Similarly, equal engagement with and commitment to the shared goal of the partnership signals a mutual respect for each party's role in and contribution to the partnership.

Opportunities for and Benefits of Partnership

Our second full group discussion centered on opportunities for partnership that currently exist at EMU. One such opportunity on our campus is the Undergraduate Symposium, which provides students and faculty an opportunity to explore a research or creative project together. Other opportunities for partnerships include events hosted by departments which students are invited to attend. Pancakes with Dr. E, hosted by the Honors College, was one notable example of an event which provided an opportunity for students to interact with faculty in a social setting.

Opportunities like this are important because they can diminish stress around perceived power structures between students and faculty, and they give both students and faculty the opportunity to see each other in a holistic manner, rather than as individuals confined to particular roles within a hierarchical structure. This helps to cultivate the feelings of mutual understanding and respect that were identified as being important to partnerships, and establishes a sense of belonging and community within the institution. Further, these opportunities have the potential to cultivate more opportunities for partnerships, as they shift the understanding of teaching and learning beyond the one-way transfer of knowledge from teacher to student, and allow for both parties to learn from each other.

Barriers to Partnership

Right before the end of the fall term, the learning community considered barriers that exist to effective partnerships. The most prominent barriers identified were assumptions about the credibility of students in partnerships, and rigidness in teaching and learning styles. On an institutional level, the group noted a lack of reference for the structure of partnerships as a barrier. Additionally, partnerships are complicat-

ed by a mindset that partnerships are "extra" commitments outside of traditional teaching and learning, which makes full commitment more difficult, particularly at a university where large portions of teachers and students already have major commitments outside of classes. The learning community noted that these barriers lead to students feeling unqualified to participate in partnerships as equals, as well as students and faculty alike feeling uncertain about how to incorporate these partnerships into their existing time, relationships, and resources.

Coming Up

These conversations are just the beginning of a much larger project, which will seek to increase and support opportunities for these partnerships in a way that is truly accessible and beneficial to all faculty and students at EMU. Throughout this semester, the learning community will continue to meet to discuss strategies to overcome these barriers, the importance of student empowerment, and strategies to expand and disseminate the reflections of the group beyond the learning community. The effort to lift student voices and enhance opportunities for more meaningful relationships between students and educators requires a dedicated community, and we at the FDC are very lucky to have the chance to work with a group that is so committed to engaging in these impactful conversations and creating the framework for these partnerships to spread further through our campus community.



ABOUT THE AUTHOR

Jessi Kwek is a senior undergraduate student at EMU. She is a Political Science and Sociology double major, and Lead Student for TaLT. She also serves as the Director of Student Services for Student Government and president of Model UN. She was recently appointed to Ypsilanti's Non-Motorized Advisory Committee.