

# FDC HAPPENINGS

February 13, 2023



A photo of a tabletop with a coffee cup and notebooks. Three people sit around the table, one writing in a notebook.

## Call for Program Proposals

*Applications for Summer and Fall 2023 are due by Wednesday, March 15, 2023, at 5:00 PM  
For more information and to apply, click [here](#).*

The Faculty Development Center invites proposals for sustained learning communities or seminars, or for a more involved series of workshops, or for hosting a significant one-time event (such as bringing in a prominent speaker). We anticipate awarding up to \$5000 per program, which can include an honorarium for a facilitator or speaker, honoraria for participants, supplies, travel expenses, etc. All faculty, lecturers, and staff are eligible to submit a Program Request Form. The beneficiaries of the program must be primarily faculty and/or lecturers. Past recipients of this award are ineligible to be funded in two consecutive application cycles. Preference will be given to new proposals as opposed to those repeating past programs; significant modifications of past programs will be treated as new programs. Please contact Jeff directly if you'd like to discuss a potential proposal.

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# CAMPUS HIGHLIGHTS: FACULTY SCHOLARLY AND CREATIVE ACTIVITY SHOWCASE

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The Bruce K. Nelson Faculty Development Center and the Office of Research Development and Administration (ORDA) are proud to announce the 2023 Faculty Scholarly and Creative Activity Showcase to celebrate di-

seminated scholarship and creative activities recently completed by EMU faculty, lecturers, and staff. The event will be hosted in conjunction with the George Liepa Sigma Xi Lecture later that evening.

*From the FDC*

We invite all tenured, tenure-track, emeritus, and lecturers to display posters, journal articles, books, artwork, and videos or compact discs of performing art, etc., that highlight scholarly activities that were disseminated or completed during 2022. Space will be provided to display poster presentations and artwork, as well as tables to display books, CDs, and DVDs. We also will provide space to play videos of creative works done by faculty and lecturers during 2022.

Following the Faculty Scholarly and Creative Activity Showcase, the Office of Graduate Studies and Research at EMU will be hosting the George Liepa Sigma Xi Speaker Series from 7 PM until 8 PM. This year, Dr. Jeremy Bassis, professor in the Department of Climate and Space Sciences at the University of Michigan, will be presenting his lecture titled, "A tale of two cities: Climate resilience and adaptation in a changing world."



## **Faculty Scholarly and Creative Activity Showcase**

**When: Thursday, March 23, 2023 from 4 PM - 6 PM**

**Where: Student Center Ballroom**

**For registration, please visit [our website](#).**

## **George Liepa Sigma Xi Speaker Series**

**When: Thursday, March 23, 2023 from 7 PM - 8 PM**

**Where: Student Center Auditorium**

**For more information, visit the [Graduate School website](#).**



# UPCOMING EVENTS

READING IN  
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scan the QR code to  
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this issue



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## THIS WEEK'S EVENTS

February 15  
12:30 - 1:30 PM  
Location: Halle 109B &  
Zoom

**The New Tradition of the Non-Traditional Student (Session 2): Apologies & Excuses**

## NEXT WEEK'S EVENTS

### LGBTQ+ Programming

Second Session:  
February 20  
3:30 - 4:45 PM  
109B Halle Library & Zoom

Join us for the second and third workshops in this series. The second workshop, "Infusing LGBTQ+ Issues and Content Across the Curriculum," will explore the implementation of these topics across all educational disciplines. The third workshop, "Faculty-Student Interactions," will gather insight from students and faculty on how we can better create inclusive spaces. Click [here](#) to learn more.

Join us for the second workshop in this series, which will build on the highly provocative conversations from the first session, and offer a toolkit for how to approach controversial issues in different contexts. Participants will have the opportunity to engage in constructive dialogue, reflect on what they learned during their small group discussions, and consider ideas for how to best respond to these challenges. Please join us, and invite your students as well. Food will be in abundance, and students can earn LBC credit.

### Controversial Discussions

February 21, 2023  
3:30 pm - 5:00 pm  
Student Center  
Ballroom B

## UPCOMING EVENTS

### Research Writers Collaborative

See [website](#) for more information

Please consider signing up for the Research Writer's Collaborative this semester. 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.). There will be two groups, meeting virtually. Click [here](#) to join the Tuesday group (10 AM - 12 PM). Click [here](#) to join the Thursday group (1:30 PM - 3:30 PM). Please email Dr. Sarah Walsh (swalsh8@emich.edu) if you are interested in participating in the RWC this semester.

# UPCOMING EVENTS

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## UPCOMING EVENTS (cont.)

Join us at the Faculty Development Center to celebrate our most important holiday, Opening Day of Baseball Season! We'll have snacks (including apple pie!), good company, dispensing of wisdom on baseball and teaching, selfies with Eggbert, and, of course, a chance to watch the first pitch of the New York Mets season together! A good time will be had by all! #LGM #YaGottaBelieve

### Opening Day

Thursday,  
March 30  
2 PM - 5 PM

### Thank-An-Eagle

Save the date!  
Monday, April 17, 2023  
3:30 - 5:00 PM

Check our [website](#) for more details as they become available.

Thank-An-Eagle is an annual event where EMU students have a chance to thank an instructor, staff member, coach, GA, or mentor who has helped them during their time here at EMU..

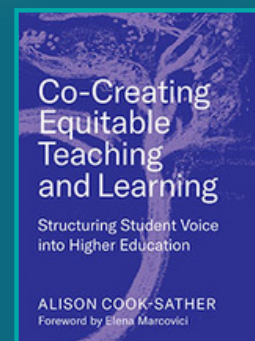
Join us for the third part this series. The program on March 8, Work/Life/School Balance, will focus on time management during the pandemic. Click [here](#) to register.

### The New Tradition of the Non- Traditional Student

See [website](#) for dates and times

## SPOTLIGHTS

This week's book spotlight is *Co-Creating Equitable Teaching and Learning: Structuring Student Voice into Higher Education* by CONNECT keynote speaker Alison Cook-Sather. This book invites readers to help forge a more inclusive and accessible college education by incorporating student voices via pedagogical partnerships. Click [here](#) to read the full spotlight or to see other books in our library.



This week we are spotlighting Dr. Andrew Mansfield, from the GameAbove College of Engineering & Technology.

Dr. Mansfield shared with us the evolution of his teaching style, his hope for the future of Eastern Michigan University, as well as his various involvements on- and off-campus. To read the full story, click [here](#).

**Dr. Andrew Mansfield**  
**Assistant Professor**  
**Mechanical Engineering**

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As those of us in the Faculty Development Center were scheduling blog posts for this semester, I looked to the newsletter due to come out after our [CONNECT Teaching Conference](#) and thought about doing the blog post for the week. I figured/assumed that I would see and learn things at CONNECT that would inspire me to put pen to paper and reflect on issues of teaching and learning. Fortunately, I was correct.

As many of you know, one of the main projects on which we have embarked at the Faculty Development Center has been our [Teaching and Learning Together](#) (TaLT) initiative. This work started from our sense that the connections between students and faculty - a longtime hallmark at Eastern Michigan University - were at risk of fraying in the aftermath of COVID-19 and the many other challenges we have collectively faced over the last few years. As we were hearing from students of the disconnect they felt with faculty and the university, we chose to step into that breach and do our part to create an infrastructure that would support reestablishing these connections.



## ABOUT THE AUTHOR

Jeffrey L. Bernstein is Professor of Political Science and Director of the Bruce K. Nelson Faculty Development Center. He writes on issues of civic education and the scholarship of

teaching and learning, and on enhancing institutional support for teaching. He is co-author of the book, "Vital Statistics on American Politics" (CQ Press). These days, he is completely obsessed with finding new ways to foster partnerships between students and faculty on campus.

*By Jeffrey L. Bernstein*

To this end, we were pleased to bring [Dr. Alison Cook-Sather](#), one of our nation's foremost experts on student-faculty pedagogical partnerships, to campus. Alison [spoke at CONNECT](#) last week, and spent time while she was here interacting with students, staff, and faculty, talking about this topic that is so dear to her heart, and to mine. Her visit has my mind spinning with possibilities, many of which I trust you will hear about in the coming months.

This year, students played a larger role at CONNECT than they typically might at a university teaching conference. I had the distinct honor of sitting with a group of students on Thursday night after Alison's keynote and listening to them discuss what it's like to be a student on our campus, and theorizing with them about the role and the voice of students in the educational enterprise. That conversation, like so many others I've been privileged to share in my time at Eastern, convinces me more than ever of the importance of talking to, listening to, and working with students in our teaching.

I am fond of saying that while faculty are generally the undisputed content experts in the classroom, nobody knows the experience of being a learner as well as a student does. I am a far better professor for having had the opportunity to talk closely with so many students over the years. Working closely in our office with Alivia, Jessi, Trinity, Liv, and all the other students who have worked with me at the FDC, and being a parent to two young men in the middle of their journeys in higher education,



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gives me great insights into teaching and learning. Our students have much to say about education and we would do well to listen to them.

So, with all due respect to my faculty colleagues who presented at CONNECT - I truly learned much from engaging with your work - my favorite time there was listening to EMU undergraduates Lake Braendle and Kaycee Johnson presenting on how to teach neurodivergent students. Lake and Kaycee would be the first to admit that in terms of substantive knowledge, they were not the greatest experts in the room; in fact, the audience for their talk included two EMU instructors who teach in this area and could easily have shared the content that Lake and Kaycee shared with us. But what Lake and Kaycee were able to share was their own personal experiences as learners.

As much as many of us try to learn what we can about teaching neurodivergent students, and attempt to adjust our practices to incorporate techniques recommended by experts in the field, nobody can convey what it is like to be a neurodivergent student, and to experience college in that way, as much as students can. The attention that these two students commanded in the room, and the obvious and

deep learning experienced by the faculty, lecturers, and staff who heard them, were astounding. It convinced me more than ever that students really do have something to teach us, and that we have much to learn, if we can open our minds to doing so.

A number of years ago, I was teaching a class that had been going very well, but all of a sudden seemed to fall off a cliff. I had my theories of what had happened - my best guess was that as the nature of assignments changed over the course, the incentive to do the reading and hence be well-prepared participants for class discussion had faded. One day, with ten minutes remaining in class. I stopped class early, told the students what I had seen, and asked them, very simply, "Please help me." Tell me what you think happened. Tell me how you think we can do better for the rest of the semester. And tell me how I can design this course differently next year, so this does not happen again.

Not all of the suggestions were brilliant; I certainly did not follow all the recommendations I received. But within that short conversation, these students showed me they knew something about student learning and student engagement that I very simply did not know. How wise I was, and how blessed I was that semester, to have opened my mind to the thought that these students had something to teach me!

So as I reflect upon CONNECT, the image of two exceptional students presenting their work will stay in my head, and inspire all of us at the FDC to create opportunities for faculty to learn from each other, and from our students. I hope you'll join me in thinking about these possibilities, and participating in the conversations.

## *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](mailto:faculty_development@emich.edu) with your blog post idea for the opportunity to be featured in future newsletters!*