

FDC HAPPENINGS

February 20, 2023



A group of many individuals actively listen to someone speaking

Discussing Controversial Issues in the Classroom

Tuesday February 21 @ 3:30 PM - 5:00 PM

Student Center Room 352

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 inadvertently say something offensive. With this in mind, we invite you to join us this week for the second part of this series of workshops in which we will offer resources and ideas on how to approach these issues. This workshop will build on the 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.

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CAMPUS HIGHLIGHTS:

TRY ONE THING

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What's one thing you've done differently that has changed the educational experience in your classroom? That is the simple question we here at the FDC considered when starting our "Try One Thing" initiative. We view this as an easy way to enhance all of our work in the classroom.

From the FDC

The idea behind Try One Thing is to acknowledge the exemplary job so many of us often do in the classroom, but to also acknowledge that no matter how well we are doing in our teaching, there are always things we can do better.

We encourage you all to submit a "Try One Thing" [here!](#)



Interested in more "Try One Thing"?

Read Jeff's [blog post](#) all about it
Visit our [website](#) and read some of the
submissions

We are looking for "Try One Things" pertaining, but not limited, to:

- Student wellness and success
- Effective teaching practices
- Facilitating student/faculty interactions

UPCOMING EVENTS

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



THIS WEEK'S EVENTS

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February 20
3:30 - 4:45 PM
Location: Halle 109B &
[Zoom](#)

LGBTQ+ Programming
**Program 2: Infusing LGBTQ+ Issues
and Content Across the Curriculum**

PLEASE APPLY

Student Wellness Mini Grants

Applications due
March 8 @ 5 PM

We are still seeking applications for mini-grants of up to \$250 that help provide EMU instructors opportunities to make small changes in their courses in ways that will support student wellness. To learn more about the mini-grants, or to apply, please visit our [website](#).

Applications due
March 15 @ 5 PM

Program Proposals

The Faculty Development Center invites proposals for up to \$5,000 for sustained learning communities or seminars, for a more involved series of workshops, or for hosting a significant one-time event (such as bringing in a prominent speaker). To learn more or to apply, please visit our [website](#).

Faculty, full-time lecturers, and part-time lecturers who are teaching or on leave during Winter 2023 are invited to participate in this learning community designed to advance ability and awareness for cultivating inclusive STEM learning environments. The EMU Learning Community will meet from March 10 - April 21. Completed work will receive a \$200 honorarium. To apply, please visit our [website](#).

Inclusive STEM Teaching at EMU

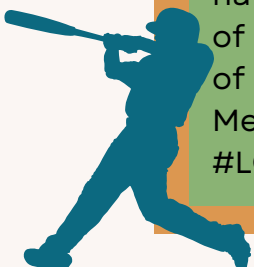
Application due
Wednesday, March 8th,
2023, at 5:00PM.

UPCOMING EVENTS

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



UPCOMING EVENTS

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UPCOMING EVENTS (cont.)

Join us for the third part this series. The program on March 8, Work/Life/School Balance, will focus on telling stories about how things worked, and how they didn't, and to commiserate and build on our shared experiences. Click [here](#) to learn more. Click [here](#) to register.

The New Tradition of the Non-Traditional Student

March 8, 2023 @ 6 - 7 PM

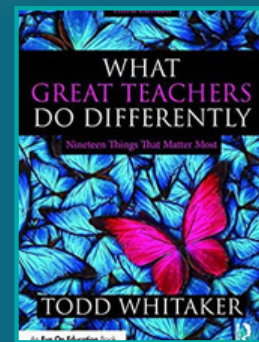
Join us on [Zoom](#)

A NOTE FROM ORDA

ORDA and the FDC agree about the need for an institutional license for qualitative resources. ORDA and Graduate Studies & Research are going to find a way to fund an institutional license, ideally sharing the cost among appropriate units. ORDA is actively exploring purchase options, and the good news is that it looks like it is a single license purchase, which is a much easier hurdle to clear than an annual subscription. ORDA will share more information as it becomes available. If anyone has a time-pressing need for this software, please reach out to ORDA Director Erica Goff at egoff4@emich.edu.

SPOTLIGHTS

This week's book spotlight is "What Great Teachers Do Differently: Nineteen Things That Matter Most" by Todd Whitaker. In this book Whitaker reveals the key ways to have more effective learning in the classroom. This third edition of the book includes new sections such as "how to focus on a consistent, engaging learning environment." Click [here](#) to read the full spotlight or to see other books in our library.



This week we are spotlighting Dr. John Koolage. Dr Koolage shared with us his love not just for teaching his students, but for the opportunity to learn with them. Dr. Koolage shared some advice to faculty, as well as techniques he uses in his own classrooms that have impacted student education. To read the full story, click [here](#).

Dr. John Koolage
Professor
History & Philosophy

TEACHING BLOG: PUTTING YOUR SKIN IN THE GAME: ALLYSHIP VS. CO-CONSPIRATORSHIP

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In preparing to co-present a program titled LGBT 101 (Queer Issues in Higher Ed), I had the opportunity to have a very fruitful conversation on allyship vs. co-conspiratorship with my brilliant

co-presenters Dr. Dyann Logwood and Hannah Bollin. We discussed the language, in particular which of the two terms was most appropriate for that particular presentation. I expressed some initial hesitation because in many of the experiences of folks in oppressed groups, allyship has become such a flimsy concept in recent years, with cisgender, heterosexual and/or white folks taking up the moniker without taking on any of the work. We decided to use the term ally for the presentation, which was an amazing learning opportunity for everyone involved, but I found myself revisiting this conversation over and over. In thinking about this, I found that so many students on campus with marginalized experiences, myself included, primarily look for allyship with teeth and meaningful co-conspiratorship.

According to the [Anti-Oppression Network](#), allyship is defined as “an active, consistent, and arduous practice of unlearning and re-evaluating, in which a person in a position of privilege and power seeks to operate in solidarity with a marginalized group.” Allies are necessary to mar-



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By: Jay Sloan

ginalized groups for many reasons, but perhaps what is most interesting is that they are the proof that once faced with the experiences of folks experiencing marginalization, folks experiencing privilege make a conscious decision to either rely on systems of inequity for their own benefit or learn to disrupt them. Allies are generally not concerned with calling themselves allies, but rather with being recognized as allies by the communities they want to ally with.

That being said, those of us who experience marginalization as a result of the identities we hold are sensitive to the term “ally” and are generally skeptical of self-proclaimed allies. Being an ally is choosing to take a supportive role, to step away from being centered, and to give deference to folks who actively experience inequity. Allies take time to listen and understand and do not take up space in these conversations. Most of all, allies are genuine and intentional; they are considerate of history, policy, and cultural norms that may serve as a barrier to their own understanding and provide context to the wants and needs of those they seek to ally with.

Students are actively seeking allies in faculty and staff. They want to be welcomed into spaces that are affirming, intentionally focused on being safe(r), and resourced. The ally has the duty of building community with students while maintaining appropriate professional boundaries. The ally must listen to students without the expectation that they will serve as a main source of education. The ally accepts being uncomfortable and acknowledges that meaningful change does not exist in the comfort of the status quo. The ally must acknowledge their own privilege(s)

and be willing to discuss them as well as invite criticism as an opportunity to become a better ally. Additionally, and perhaps most importantly, an ally directs their work towards accomplice work, which is defined by [Dr. Tiffany Jana](#) as a reactive response to injustice and inequity.

Co-conspiratorship is in many ways an evolution of allyship, and I appreciate [Dr. Jana's framing of this as a spectrum of development](#), as opposed to rigid categories. However, the role of a co-conspirator looks drastically different from allyship. Co-conspirators are with the communities they support, having, seeking, and maintaining relationships with the people they ally with. They are there not with the hopes of being invited to proverbial cookouts, to wear certain things, or use certain language, but simply to use the privileges they are afforded (earned or otherwise) to disrupt systems of oppression the community experiences. [In a now famous clip](#), Dr. Bettina Love says that allies “know all the language, have read all the books, they come to the meetings - they know all the terms, and after the meetings they're gone.” Dr. Love clearly delineates the difference between the two being primarily that “co-conspirators put something on the line” for the people they want to ally with. Co-conspirators ask how to show up without pretending to be doing new work or hosting a new conversation. They seek to uplift the folks who are already doing the work.

Dr. Love uses potent examples of co-conspirators in history, including now nameless

abolitionists who used their lives, bodies, homes, and financial resources to assist in liberating enslaved folks. She included James Tyson, who is a much lesser-known co-conspirator from the 2015 removal of a confederate flag from the South Carolina statehouse grounds, which launched Bree Newsome into national headlines. Tyson used his body and therefore his white privilege to defend Newsome from being tased off of the pole, giving an excellent demonstration of co-conspiratorship.

I've learned that co-conspiratorship is not a radical departure from allyship; actually, it is the only logical trajectory for any true ally. It is radical and intentional and genuine. A co-conspirator understands inequity in resources intimately and shares whatever resources they have. Whether it's time, money, or their life, a co-conspirator is willing to put aside what other people in their social strata think about them, and prioritize the needs of the folks they seek to ally with. On campus, co-conspirators make time and are never far from the students or faculty that they support. Co-conspirators join protests, share opportunities, go above and beyond to create equity in their spaces, and most of all they are committed to unlearning.

To conclude, as much as we need more co-conspirators on campus, we also need more allies in faculty and staff. We need more allies in administration, more folks who are willing to prioritize the needs and interests of the students over securing more acclaim for themselves. There is no room for ego in this work. So many of us are ashamed to admit what we don't know. Sometimes, we take an expert view of something because we think we should and in doing so we rob not only ourselves of an opportunity to become a better ally. I encourage everyone that has made it this far into this blog entry to get some skin in the game. Interact with resources at the [Faculty Development Center](#), the [LGBT Resource Center](#), and with other departments on campus centering the student experience, which can make you a better ally. We need you!

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!