

AUGUST 28, 2023

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# FDC HAPPENINGS



\*a group of 5 individuals sits outside around a table smiling

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## Culture of Caring Learning Community

We invite you all to participate in this new learning community, organized by Professor Ron Flowers. Through this work, we will help instructors construct a classroom environment that will support the well-being and mental health of our students. Participants will develop methods for incorporating life skills and resilience into their current course content and pedagogical practices. To facilitate this development, we will be partnering with non-profit organizations focusing on adolescent and young adult mental health, including The JED Foundation (the largest non-profit organization focusing on the mental health of adolescents and young adults), The Steve Fund (the largest non-profit mental health organization focusing on the mental health of students of color), The Trevor Project (the only national mental health non-profit organization focusing on the LGBTQ+ community), and The Healthy Minds Network (one of the nation's premier

research organizations contributing to adolescent and young adult mental health). Facilitators from each of these organizations will be participating in the learning community. Click [here](#) for more information.

*Applications due September 25th, 2023 at 10:00 AM*

*Click [here](#) for the application.*

# CAMPUS HIGHLIGHTS

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*From Dr. Jeffrey L. Bernstein*

Welcome to the fall 2023 semester. I hope it will be a happy and successful one for all of us.

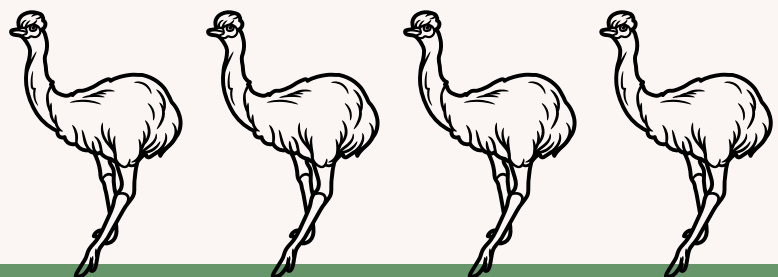
Last week, my wife and I traveled to DC to move our younger son into college for his sophomore year. The excitement on a college campus during move-in is palpable. It was energizing to see the excitement, the hopes, and even the fear on the faces of students. I came back charged up enough to finish my course syllabus! The day was an important step in getting me ready for the work we all have ahead of us.

And we are ready for that work! At the Faculty Development Center, we remain firmly committed to supporting excellent education on campus. Our Teaching and Learning Together (TaLT) initiative continues to reinvigorate the ties between students and faculty that are integral to EMU. TaLT believes that students have much to contribute to teaching and learning conversations and that involving them in this way helps them persist and thrive at the university. We hope you will participate in TaLT projects this year, including our Collaborative Course (Re)Design learning community, our “Flipping the Script” student-led teaching conference on December 1 (details to follow), and in other initiatives around faculty-student partnerships.

Supporting good teaching is important to us, but it is worth remembering that if students are not positioned to learn, our teaching efforts will go for naught. Student wellness matters; as such, we will continue to support initiatives around wellness, so students can learn. We are also committed to diversity, equity and inclusion. We welcome Professor Audrey Farrugia to the FDC as our Faculty Fellow for DEI, and encourage you to look closely at our programming that seeks to support all of our students.

I sincerely hope to work with many of you this year. Please be in touch if you'd like to talk about teaching-related issues and or to discuss how the FDC can support teaching and learning on campus.

Thank you for all you do to support Eastern Michigan University students and to make me proud to call EMU my home.



# upcoming

# EVENTS

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## LEARNING COMMUNITIES

We invite you to check out and participate in our upcoming learning communities!

### COLLABORATIVE COURSE (RE)DESIGN

*Applications due September 7th @ 8 PM*  
*Click [here](#) to apply*

This learning community will involve pairs of faculty-student partners who will collaborate on course designs during the 2023-2024 academic year. Ideal faculty fellows should have a course in mind that they have previously taught and to which they would like to make revisions. Additionally, they should be open to the possibility of collaborating with and learning from their student partner. We welcome applicants from faculty members, full-time lecturers, and part-time lecturers in all programs. Faculty and student participants will receive an \$800 honorarium.

*Applications due September 8th @ 12 PM*  
*Click [here](#) to apply*

### ENGAGING JEWISH STUDIES AT EMU

This seminar will bring together a number of interested faculty and lecturers to develop EMU's curricular offerings in Jewish Studies and to support faculty research on topics involving some Jewish Studies component. The purpose of the program is to promote Jewish Studies content across the curriculum and in the research activity of faculty on campus, as well as to develop the capacity of the University to deal with questions of Judaism and inclusion. Participants in this semester-long seminar will receive an honorarium of \$300. The meeting time will be determined once the applicants are selected.

### DISABILITY IS DIVERSITY

*Applications due September 20th*  
*Click [here](#) to apply*

The Disability is Diversity: Accessibility Change Agents Learning Community will bring together a group of educators to explore topics around providing accessibility for students with documented or undocumented disabilities in order to work towards creating universal design for learning on our campus. Participants in this learning community will work to become change agents and begin or continue disability accessibility work in their home colleges or departments. Participants will receive a \$400 honorarium.

# upcoming EVENTS

scan the QR code to  
access the links in  
this issue



**Applications due October 9th**  
**[Click here to apply](#)**

## ACADEMIC LEADERSHIP COMMUNITY OF PRACTICE

Are you an EMU faculty or staff member interested in exploring academic leadership? Do you want to develop leadership skills to support any position you're in at EMU? If yes, the Academic Leadership Community of Practice (AL-CoP) may be a great opportunity for you! This new CoP will be hosted by Julia Heck, Andrea Zakrajsek, and Jeffrey Bernstein this upcoming year, but much of the content will be facilitated by participants and organized around topics of mutual interest. The goal of this community is to collectively generate knowledge about the experiences and skills for academic leadership in institutions of higher education.

## UPCOMING EVENTS

### NCFDD FACULTY SUCCESS PROGRAM

**Applications due September 18th**  
**[Click here to apply](#)**

We are excited to announce a new opportunity for tenure-track or newly tenured faculty to apply to participate in the National Center for Faculty Diversity and Development (NCFDD) Faculty Success Program. The Faculty Success Program is a 12-week online program that assists newer faculty members in developing the skills necessary to increase research and writing productivity while maintaining a healthy work-life balance. This program involves several different levels of support, including individual small group sessions, weekly training modules, accountability calls from NCFDD-Certified Coaches, and a time tracking system used to help you collect data regarding your own writing and research productivity.

## Teaching Spotlight



### **Dr. Michael Foster**

**Assistant Professor | World Languages**

In this spotlight, Dr. Foster shares with us his journey with empathy and balancing personal/professional life, his love for student feedback, and his experience winning the Ronald Collins Distinguished Faculty Award for Teaching I. Click [here](#) to read the full spotlight.

# Teaching BLOG

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**By Sarah Ginsberg &  
Shanna Morrison**

Imagine there was a way for faculty to reflect on their own teaching and its effectiveness, while also giving students the opportunity to become active participants in their own education. Perhaps this method could enhance faculty-student relationships and lead to more effective courses taught by faculty. Fortunately, there is a process that can provide all these things. Collaborative course (re)design (CCRD) is a partnership between faculty and students in which they work together to redesign a course taught by that faculty member, which the student has previously taken. CCRD challenges traditional faculty-student dynamics as students and instructors share power in the course redesign process (Mead, 2018). Engaging students in CCRD acknowledges that they have worthwhile input and that they can be effective collaborators in higher education.

Traditionally, dynamics of faculty-student relationships and expectations in higher education have led to resistance in engaging in collaborative work such as CCRD (Bovill et al., 2015). For faculty, their concerns lie with finding time (due to an already heavy workload) and a lack of understanding of how students can contribute without having pedagogical experience. For students, they may not recognize the value their unique perspectives and experiences offers, or they may not see any benefit to collaborative work with faculty. By changing these mindsets, instructors and students can recognize that their collaborative efforts can lead to more effective teaching and learning.

## **Collaborative Course (Re)Design Learning Community: Improving Teaching and Learning Together**

A new CCRD learning community, funded by the COE Leadership Legacy award, will take place during the 2023-2024 academic year. As part of this learning community, faculty-student pairs will engage in the CCRD process. The Fall 2023 semester will focus on establishing partnerships and engaging in the redesign process so that the redesigned course can be implemented in the Winter 2024 semester. This learning community will provide support to faculty and student pairs in the process of working together to redesign the identified course through a collaborative process in an engaging environment. The CCRD LC will provide not only guidance and support for engaging in the redesign process, but all participants will develop a small research project associated with their process in collaboration with the learning community. Each participant (student AND faculty) will receive an \$800 honorarium for their full participation in the year-long learning community.

CCRD has shown to have benefits for both the faculty and student collaborators. Giving students the opportunity to share their

### **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!

individual experiences and feedback from the course allows instructors to clarify and enhance their understanding of student learning (Mead, 2018). As instructors establish stronger relationships with their students, their curiosity and enjoyment in the teaching process can be revived. The CCRD process can give student collaborators agency in their own education and provide them with new insights into teaching and the way they learn (Cook-Sather, 2008).

For faculty who would like to redesign one of their courses, determining which aspects of the course should be redesigned can seem like a daunting task when first beginning the CCRD process. Within the CCRD approach, a backward design framework can be utilized to assist with pinpointing which components of the class need to be enhanced (Bowen, 2017). Using this framework ensures that there is purpose behind each element added to the course curriculum and that those elements support the overall goals of the course.

Within the backward design process, instructors identify the goals of the course and then work backwards to determine appropriate assessments and then learning activities. The goals of the course drive the assessments and activities as they establish what students should have a deep understanding of by the time the course is complete. The result of pairing the backward design framework with the CCRD approach can be a more accessible course that teaches students effectively while keeping them engaged.

The Teaching and Learning Together (TaLT) initiative at Eastern Michigan University's Faculty Development Center works to rebuild the faculty-student relationships that have been affected by the COVID pandemic over the last few years. The CCRD learning community will continue to provide faculty and students with opportunities to develop collaborative

relationships around the teaching and learning process. This year-long learning community was developed by Sarah Ginsberg, professor of communication sciences and disorders, and her student partner, Shay Morrison, a graduate student in the same program. They worked collaboratively to design the learning experience for the coming year using the same approach as will be used in CCRD.

If you are a faculty member, full-time or part-time lecturer who has a course in mind that you have previously taught and would like to update with input and collaboration from a student who has previously taken the course, please consider applying to be part of this new learning community. Educators from all programs are welcome to apply to be part of this community. More information, including a link to the faculty fellow application, can be found [here](#).

## About the Authors



Sarah Ginsberg is a professor in the communication sciences and disorders program. She has been engaged in the scholarship of teaching and learning for her entire 23-year career here and is energized by working with faculty and students to improve teaching and learning at EMU.



Shanna (Shay) Morrison is a graduate student in communication sciences and disorders. She is very excited about being the brains behind this operation. When she isn't busy with school and CCRD, she is playing with Stella, the happy and well-traveled golden retriever.