

# FDC HAPPENINGS

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\*an individual writes in a notebook sitting on a desk

## Making Time for Scholarship

As you dive into the fall semester, think about ***Making Time For Scholarship***. On September 28, 2023 at 10 AM, let’s take an hour to think about what our fall semester writing plans are and how we will set ourselves up to achieve our goals. Join Sarah Walsh, who will be facilitating our ***Research Writers Collaborative*** this year, to find effective ways to set and achieve our writing goals, even given the other pressures we all face. We welcome you to attend this workshop, and to consider participating in the Research Writers’ Collaborative. The Research Writers’ Collaborative (kicking off on 9/13/23) is an opportunity for full-time and part-time lecturers to support each other in developing realistic writing goals (i.e developing a conference paper, drafting an article, revising a book chapter, etc.). The goals of the Writers’ Collaborative Group consist of developing healthy writing habits, creating realistic writing goals, and boosting writing productivity. This also give you an opportunity to meet

colleagues and potential collaborators. Both of these opportunities are great for prioritizing your writing, and we encourage you to look into them.

Application for Making Time for Scholarship [here](#)  
Application for Research Writers’ Collaborative [here](#)

# CAMPUS HIGHLIGHTS

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*From The FDC &  
GameAbove*

## College of Business and GameAbove College of Engineering & Technology Faculty Fellow Positions

The Faculty Development Center is seeking two new Faculty Fellows for the Winter 2024 semester, one from the College of Business and one from the GameAbove College of Engineering and Technology. Each faculty fellow will be expected to offer programs of interest to the faculty, students, and staff of their respective colleges.

Both applications  
are due October  
2, 2023 at 5 PM

Applicants will be  
notified about the  
status of their  
application by  
October 16, 2023.

**Funded by the  
GameAbove  
Faculty First  
Fund**

Click [here](#) for more  
information about  
the GACET Faculty  
Fellow position.

Click [here](#) for more  
information about  
the COB Faculty  
Fellow position.

## About these Positions

These faculty fellows will be released from teaching one course during the winter semester. In exchange, they would be expected to offer programming to address needs specific to their respective colleges. The faculty fellows would be expected to plan about four programs for the college during the semester, which can include one-off workshops, a series of programs on the same topic, inviting guest-speakers to campus, or other ideas that the fellow would like to propose. These Faculty Fellows will have access to a budget of up to \$2,500.

# 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 faculty-student partners who will collaborate on course design 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 applications from faculty members, full-time lecturers, and part-time lecturers in all programs. Faculty and student participants will each 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 September 25 @ 10 AM**  
**Click [here](#) to apply**

## **CULTURE OF CARING**

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.

## **UPCOMING OPPORTUNITY**

### **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. Beth Henschen**

**Associate Professor of Political Science**

In this spotlight, Dr. Henschen shares with us her journey with editing her class content, developing the first Preparing Future Faculty program in the country, and her experience with receiving the Ronald W. Collings Distinguished Faculty Award - Teaching II. Click [here](#) to read the full spotlight.



**By Tamara Blair and  
Maisy Seale**

Every class seems to go the same way for the quiet student. By the second day, we know who will be talking the whole semester and answering every question. We are engaged in the material and look forward to going to class, but are hesitant to participate. The same people dominate conversations, so it becomes routine for them to speak up and for us to stay quiet. The professor encourages us to speak up after reading our assignments, but we still feel like it is a battle to get a word in. We know the answers and have input; we just can't get the courage to raise our hands before the professor quickly calls on the same person and moves on. At times, their hands are raised before we can formulate a thought. We like to sit and let the material soak in before taking the risk of raising our hands and being wrong. Especially as women, we feel overpowered by the men who sit in the front and talk to the professor the whole class period.

When a student rarely speaks, especially in classes that are heavily discussion-based, some professors might assume that the cause of this is a lack of interest and disengagement. However, there are several reasons why a student may not have as loud of a voice as their peers. There is an obvious difference in communication styles between those labeled as extraverts and those labeled as introverts. The former are characterized as outgoing and loud, while the latter are often seen as reserved. One might be inclined to believe that a person's quietness comes down to the natural temperament of a person.

## ***The "Quiet" Student's Perspective: Being Quiet Doesn't Mean We Aren't Engaged***

While this can sometimes be the case, there can also be a large range of underlying factors that go beyond personality. These factors include upbringing, cultural values, neurotype, and gender norms, and these factors may often intersect.

Let's take a moment to dissect these by imagining a typical classroom scenario. The professor is having the students engage in a large group discussion. People may jump in to speak their thoughts at any moment they wish. The professor serves as a director of sorts, choosing the topic and guiding the conversation along. In this scenario, the professor may believe that everyone has an equal opportunity to engage in the dialogue; as such, those that do not speak up may be labeled as passive or disengaged.

However, this form of discussion favors the students who are used to speaking freely and are able to respond instantaneously to a prompt. The student who feels as though they need permission in order to speak is at a disadvantage.

### **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!

This feeling may stem from the student's upbringing or environmental conditioning. A student who was raised with a "don't speak unless spoken to" mindset, or a student who comes from a culture that places emphasis on listening over speaking, might have a hard time recognizing when it is their "turn" to speak in this type of scenario. This can also sometimes intersect with how women are socialized; gender norms may dictate that she draw little attention to herself.

Furthermore, neurotype and abledness can have a significant impact in how one communicates. Those with anxiety disorders often struggle with the additional barrier of feeling overwhelmed. Some may struggle with feelings of inadequacy, and some might simply need more time to process the conversation before jumping in. In addition, a neurodiverse student may need to contend with recognizing social cues. Often, the effects of these factors are magnified when they intersect.

So, what can professors do to help? Take a minute to breathe during lectures and let everyone soak in the material. We know you have a lot to fit in, but we all process information at different rates. If you wait a few more seconds after asking a question before calling on the student waving their hand in the air, you give everyone else time to digest the information and formulate a thought. You allow us to listen to the voice in our own heads before letting someone else speak for us. A professor once counted ten seconds in his head to give time for students to ask questions, and that allowed students like us to think, build up confidence, and raise our hands. Ten seconds will not put you far behind on material, and those ten seconds are much appreciated.

Another helpful thing to do is ask a question and have students write down their answer. That way when you go around and call on people, everyone has an answer ready and they are not sitting there nervously trying to remember what

they said instead of listening to the conversation. Providing another outlet for asking and answering questions can be helpful as well. If there is a form we can fill out after class where we can provide our input, we can have an easier time contributing to the class. Some of us quiet students take a lot of time and reflection to understand what happened in a lecture. It would be helpful to allow us to share our thoughts from after class ended. Sometimes we think best in a quiet environment which a lecture and class discussion does not allow for. Finally, pay attention to the type of student you keep calling on. Are they all men? Are they all from the same culture? Try to bring in the students who may have been socialized differently.

The good news is, there might be more students engaged in your class than you think. We aren't trying to be rude. We are as prepared as the loud students are (we promise we did the reading!). We just need a little help to come out of our shells.

## About the Authors



**Tamara Blair** is currently in her fourth year at Eastern Michigan. She is double majoring in Marketing and Children's and Young Adult Literature with a concentration in publishing. After graduation, she hopes to work in the publishing industry

and become an author herself one day.



**Maisy Seale** graduated from Eastern Michigan University in April with a double major in psychology and political science. She was the president of Omega Phi Alpha, the national service sorority on campus. She also participated in the Youth and

Adolescent Relationships lab in the psychology department. She is currently a master's student in Social Work at the University of Michigan.