# FDC HAPPENINGS

*an individual holds a microphone as others sit around them

## Flipping the Script Conference

Here at the Faculty Development Center, we embrace the pedagogical work within student-faculty partnerships as incredible learning opportunities for higher education institutions. While faculty are clearly the content experts regarding what they teach, students have a unique perspective on their own learning. As such, when we consider how to most effectively teach, it behooves us to listen to the learners, so we can learn from them about how to teach more effectively. That's why we are excited to announce an upcoming event, "Flipping the Script: A Student Led Teaching and Learning Conference." This conference offers a unique opportunity to collaborate and develop new teaching and learning practices that can change the classroom experience for everyone involved. We encourage you to spread the word about this opportunity to any students you think may be interested in presenting or attending.

These presentations will be in the form of presentations, workshops, or panels, and should be focused around teaching and learning. Please invite your students to help all of us learn more about new perspectives on teaching and learning.

**Click here to visit our website**

**Click here to view our Call for Proposals**

**Click here to register**

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.

**Funded by the Office of the Provost**

## What is the 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.

Thanks to the support of the EMU Provost's Office, we are able to sponsor **up to six faculty members** who wish to participate in this program. The spring session runs from January 21, 2024, through April 13, 2024.

**Applications are due on Monday, September 18**

Click here to apply

For more information about this program, please visit the **NCFDD website**. If you have questions, please email us at **faculty_development@emich.edu**

Contact **Kimberly L. Barrett,** Department of Sociology, Anthropology, and Criminology (kbarret72emich.edu) to hear more about her personal experience with this program!

## LEARNING COMMUNITIES

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

### DISABILITY IS DIVERSITY

*Applications due September 20th*
*Click here to apply*

The Disability is Diversity: Accessibility Change Agents Learning Community, facilitated by FDC Faculty Fellow Audrey Farrugia, 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 each receive a $400 honorarium.

*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 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 OPPORTUNITIES

### INTERNAL RESEARCH AWARDS

**Click here to register**

During the fall 2023 semester, Alexis Braun Marks (University Library Department Head, University Archivist, and Associate Professor) and Natalie Dove (Associate Professor of Psychology and Interim Department Head of Psychology and Biology) will host three sessions for those interested in applying for a Summer Research Award. The purpose of these gatherings is to both inform attendees on the application process itself and provide feedback on any materials you share. This series will begin with an information session, followed by two workshops. Please visit our website for individual session information.

# *upcoming* EVENTS

## RESEARCH WRITERS' COLLABORATIVE

*Wednesdays @ 1-3 PM on Zoom*
*Click here to register*

Join Sarah Walsh, the facilitator of 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. 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.). Come share your best ideas, and learn from others as well!

## MAKING TIME FOR SCHOLARSHIP

*September 28 @ 9:45 AM*
*109B Halle or Zoom*
*Click here to register*

Let's take an hour to think about what our fall semester writing plans will be, 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 for this presentation and for a good discussion of our best techniques for getting our writing done.

## *Teaching Spotlight*

### Dr. Devika Dibya Choudhuri
*Professor of Leadership & Counseling*

In this spotlight, Dr. Choudhuri shares with us her experience teaching for the College in Prison program, her viewpoint on the importance of creating inclusive and nurturing learning environments, and her excitement about receiving the Distinguished Faculty Award for Teaching II. Click here to read the full spotlight.

# *Teaching* BLOG

## Brave New World: Teaching in a Time of Generative AI

### By Jeffrey L. Bernstein and Ann Blakeslee

For those of us in higher education, our worlds were rocked last December with the news about ChatGPT, a large-language chatbot developed by Open AI. As we began pondering what it might look like for students to go to a website and have it compose passable (and often far better than passable) papers, many of us became concerned, understandably, about the future of writing in our classes and about how we might handle this new reality.

In our roles as Faculty Development Center Director and Director of Writing Across the Curriculum and the University Writing Center, our dance cards suddenly started filling up with conversations about ChatGPT. We are not alone. Our peers at other universities have shared that they too are spending significant time on ChatGPT. Considerations of the implications and potential uses of Generative AI are now a significant focus of conversations about teaching and learning and about assigning and assessing student writing. It's a new world!

This is not the first disruptive innovation in higher education, and it will not be the last. Many of us were teaching when the Internet, and eventually search engines, came into prominence, leading us to make changes in our teaching since students now had ready access to a tool with far more information than was previously imaginable. Cell phones further changed education by putting that information at the tips of students' fingertips.

Going back even further, the printing press also led to a significant disruption in teaching and learning. The lecture was an indispensable teaching tool when only the instructor had access to "the book." And although many still lecture, we now also have flipped classrooms and numerous other pedagogical options since our students have ready access to the same materials we do. And what about calculators and applications like Grammarly? Clearly, Generative AI is not unique in being a disruptive innovation.

As we have each done presentations on ChatGPT, we have seen responses to Generative AI that have ranged from fear and anxiety to anticipation and excitement, and everything in between. In our learning about this new technology, individually, jointly, and also with many of you, we have arrived at a few broad ideas and recommendations that we wish to share.

First, please do not ban or forbid ChatGPT. As tempting as it may be to take this new technology and shove it into a closet, much like the slime in a horror movie, it will find a way to ooze out. We recommend learning about it and even embracing it. We also recommend talking about it openly with your students. One fear we both have is that students will end up being referred to disciplinary proceedings on flimsy and unverifiable evidence that they "used ChatGPT" unethically, when, in fact, they may well have done nothing wrong–or they may have simply misunderstood how to use or acknowledge how they used it. Further, research has suggested that students from marginalized populations are disproportionately penalized when faculty rely on plagiarism detection tools. Currently, these tools only offer probabilities and not answers about whether a piece of

writing was artificially generated. We urge you, therefore, to avoid going down this road. Instead, engage in conversations with your students regularly and cultivate a culture of trust and respect in your classroom. Learn about Generative AI together.

Second, we encourage you to communicate clearly to your students about what and why you are asking them to write, as well as what you hope they will gain from that writing. Writing is an iterative process that promotes and supports critical thinking. Students generate ideas and refine and improve those ideas, and their thinking on a topic, through the act of writing, and re-writing. The writing we all do, including this blog entry, is enhanced by an iterative process that incorporates conversation, feedback, reflection, and revision. Building into assignments these opportunities for conversation and feedback will make students much less likely to use Generative AI to write their paper. Remember, low-stakes and informal writing can also be meaningful, and it often requires less time to assess.

Finally, we also encourage you to consider the professional contexts that await our students when they graduate. Just a few years ago, understanding how to unleash the power of the internet helped some students navigate the employment landscape with greater facility than peers with less internet savvy. Even today, those who understand how to use Google effectively (for example, by being able to evaluate the quality of the results they obtain) are better off than those who are not able to do this. In this vein, understanding how to use ChatGPT is likely to play into our students' futures in ways we cannot even imagine.

We cannot hide–or hide from–Generative AI. It is here, and it will surely make a difference in the lives of our students, and in our own lives.

To that end, we encourage you to thoughtfully consider the ways you might incorporate Generative AI into your classes, and your

assignments, and how you can help and support your students as we all, together, learn to navigate this new technology.

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Throughout this semester, our offices are co-sponsoring a series of conversations that will focus on different topics connected to Generative AI. We will meet on September 19, October 10, October 24, November 14, and December 5, from 2:30 PM - 3:30 PM, in the Faculty Development Center and on Zoom. You can find more information about, or register to be part of these conversations, here.

The FDC will also be soliciting people who would like to share blog entries about their experiences teaching in this brave new world of Generative AI. **If you would be interested in writing something for the FDC teaching blog at any point this semester, please email us at the FDC.**

We hope to see you at future events, and to hear from you about your experiences, ideas, and concerns regarding this exciting, and admittedly scary, emerging technology.

## About the Authors

**Jeffrey L. Bernstein** is Professor of Political Science and Director of the Bruce K. Nelson Faculty Development Center at Eastern Michigan University. He is grateful for how ChatGPT has given himself something to focus on aside from the annus horribilis the New York Mets have had.

**Ann Blakeslee** is Professor of English and Director of the Office of Campus & Community Writing, which houses Writing Across the Curriculum and the University Writing Center. She is also Associate Publisher for Books for The WAC Clearinghouse and co-founder of the community writing resource, YpsiWrites. She is grateful that she now has something to talk with Jeff about that doesn't involve a ball and a bat.