

OCTOBER 23, 2023

1

# FDC HAPPENINGS

## IN THIS ISSUE

Page 2

- Campus Highlights: New Faculty Mentors

Page 3

- Upcoming Events

Page 4

- Upcoming Events
- Teaching Spotlight: Dr. Ovidiu Calin

Page 5 & 6

- Teaching Blog: My Experience with Introducing AI in the Classroom



\*three laptops, a camera, and other equipment sit on a wooden desk

## eFellows Classroom Technology Grants

The eFellows program supports faculty and full-time lecturers in obtaining the resources needed to successfully pilot innovative technology-based projects that enhance student-focused instruction in courses and curriculum. The overall outcome of this program is to improve and enhance student learning and the scholarship of teaching through the integration of appropriate technology. To read about why you should consider applying for an eFellows grant, please visit our [blog](#) to read a post from Michael McVey, Chair of the eFellows Committee. For an example of how one eFellows grant was utilized, please read our recent blog post on [Building Interdisciplinary Expertise in the BRAIN EEG Lab](#).

The eFellows program is provided for tenured/tenure-track faculty and full-time lecturers. Interested part-time lecturers should email us ([faculty\\_development@emich.edu](mailto:faculty_development@emich.edu)) to discuss their eligibility.

The eFellows program is available through a collaboration between the Faculty Development Center, Faculty Senate, and the Division of IT.

Click [here](#) to visit the website for more information.

Click [here](#) to learn more about the Grant Application Process.

Applications are due **November 27th**.

# CAMPUS HIGHLIGHTS

2

From the FDC

## Mentors For New Faculty Members

Mentoring relationships are critical to new faculty members to help them settle into teaching, make them feel welcome, and understand more about the university.

**We are seeking faculty or academic administrators who are interested in serving as mentors for new faculty members.**

New faculty members will be provided with names and a brief bio of potential mentors, then will have the opportunity to take a potential mentor out for coffee (on the FDC's dime) to discuss whether a good mentoring match exists. Potential mentors will contact you in late October or early November, give or take.

**Please consider signing up to be a mentor. If you have any questions, contact us at [faculty\\_development@emich.edu](mailto:faculty_development@emich.edu).**

***Click [here](#) to access the interest form.***



# upcoming

# EVENTS

3

## CHATGPT PROGRAMMING

*Next session: October 24 @ 2:30 PM  
109B Halle or Zoom  
[Click here to register](#)*

For the fall 2023 semester, WAC and the FDC will convene a group of us to have conversations about generative AI, particularly in relation to teaching and assigning writing. This will be a think tank of sorts -- an opportunity for those of us interested in the topic to come together, read, and discuss developments in this fast-growing and ever-changing area of the academy. Click [here](#) to see our website for more information.

*October 25 @ 12:30 PM - 1:30 PM  
109B Halle and Zoom  
[Click here to register](#)*

Join our new coordinator of the [LGBT Resource Center](#), Emma Wuetrich, for discussion on LGBTQIA+ topics on our campus and for a light soup lunch. This will be a roundtable to dialogue about our queer students and what allyship looks like in and outside the classroom. If you are unable to attend, but would like to receive updates on future events of similar nature, please still complete the [registration form](#) to let us know.

## SOUP WITH SUBSTANCE: ALLYSHIP

## FLIPPING THE SCRIPT

*December 1 in the Student Center  
[Click here to register to attend](#)*

While faculty are clearly the content experts regarding what they teach, students have a unique perspective on their own learning. When we consider how to most effectively teach and support students, it behooves us to listen to the learner. This conference, hosted by the Faculty Development Center, will “Flip the Script” to empower the learners to become the teachers, and the teachers to become the learners. It offers all of us an opportunity to straddle both worlds, and to grow through that opportunity.

*[Click here to apply](#)  
Applications due November 3 @ 5 PM*

The Bruce K. Nelson Faculty Development Center and the Dean of Students Office, with support from the Department of Recreation and Intramurals (Rec/IM) and E|Dining, are pleased to offer mini-grants of up to \$250 to support faculty, lecturers, and graduate teaching fellows who are interested in introducing practices that focus on supporting student wellness.

## WELLNESS MINI-GRANTS

## WINTER 2024 PROGRAM PROPOSALS

*[Click here to apply](#)  
Applications due November 14*

We are seeking proposals for our Winter 2024 programming. We award up to \$5000 per program, which can include an honorarium for a facilitator or speaker, honoraria for participants, supplies, travel expenses, etc. This funding can enable you to make a meaningful commitment of time and resources, enabling participants to learn together, develop new skills, collaborate, and innovate. We welcome the opportunity to learn from your ideas.

# upcoming EVENTS

scan the QR code to  
access the links in  
this issue



## [Click here to register](#) Workshop Sessions

- **October 23 and October 26 @ 3:30 PM in Halle 109B**

This week, 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 two workshops for those interested in applying for a Summer Research Award. Please bring your drafts (however far along you are) and be prepared to give and receive feedback with colleagues. These sessions will help strengthen your application!

## INTERNAL RESEARCH AWARDS

## TEACHING AND HIRING PROCESS

**November 15 @ 3:30  
109B Halle and Zoom**

Whenever we hire a new faculty member, we necessarily place much stock in our ability to predict if they will be an effective teacher. . This workshop will explore various means of assessing the teaching potential of a job candidate, including guest lecturing in classes, teaching mock classes, pedagogical colloquia, and others. No method is perfect, but we will explore the benefits and drawbacks of each, and help participants to determine which approaches will work based upon what they wish to learn about their candidates. Click [here](#) to register.

**November 17th @ 8:30 AM-3:30 PM  
109B Halle**

## INTERNATIONAL VIRTUAL GLOBAL LEARNING WORKSHOP

This international workshop will a) introduce new strategies and tools for virtual global learning; and b) give EMU faculty access to networks of international faculty they could collaborate with to integrate global exchanges and learning in their courses. Using a hyflex format, we are inviting 20 EMU faculty (Global Learning Seminar alumni and other EMU faculty) for an in-person, one-day workshop, as well as virtual faculty participants from international virtual global learning networks (10 participants). Click [here](#) to apply. Applications are due by 5 PM on November 1st.

## *Teaching Spotlight*



### **Dr. Ovidiu Calin**

**Professor  
Department of Mathematics & Statistics**

In this spotlight, Dr. Ovidiu Calin shares with us his passion for research and for writing his own textbooks, his utilization of unique teaching content and methods in online classrooms, and his experience with the [eFellows Classroom Technology Grant](#). Click [here](#) to read the full spotlight.

## By Dr. Raed Jarrah

I like to think of Artificial Intelligence as just another tool in the vast arsenal of applications that construction management students will be using in their line of work. I have started to introduce AI in two of my classes this semester: “Developments in Construction Technology” (CNST616), a graduate course, and “Construction Law” (CNST406W), a writing-intensive undergraduate course. In both courses, I encourage the use of AI to help draft assignments.

When updating “Developments in Construction Technology” for this semester, I intended to cover AI as one of the topics. I wanted to share with the students how this technology is helping managers draft emails, write reports, summarize minutes, and much more. I wanted to explain to the students that this is a really cool new tool that people in our industry are just starting to utilize. And that's when I realized it would be very hypocritical to show students how AI is being used in our industry but bar them from using it to write their assignments.

For both those courses, when we were discussing assignments on the first day of class, I asked: “Are you allowed to use AI like ChatGPT for your assignments?” The response from students was an emphatic, “Of course not!” I then asked, “Are you allowed to use ChatGPT at work, like to draft emails?” and the response was a more timid “yes, maybe?” That is when I explained that those tools are allowed in my class just like spell-check, Google scholar, and Grammarly. We then briefly discussed how AI can be a good tool for first drafts, but students should always review the facts, as they'll be responsible for what they submit. I mentioned, to

## My Experience with Introducing AI in the Classroom

emphasize this, that two New York lawyers were fined for submitting an AI-drafted legal brief with fabricated cases.

We've had some interesting experiences with AI so far. In the graduate course, the discussion topic about AI in construction was scheduled to be the same week when term paper proposals were due. The week before our discussion, I asked students, “Who has been using AI...,” and a few students raised their hands, but when I continued, “...in drafting their proposals?” all hands fell. I encouraged them to explore the upcoming discussion material as they worked on their proposals. The week after, when we met for the AI discussion, I started again with the question, “Who has been using AI to help draft their proposals?” and almost everybody raised their hands.

The following week, I asked the students for their impressions on the day's topic, AI. One international student said she was blown away by how ChatGPT could eloquently rephrase her thoughts from Spanish to English, helping her

### 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!

organize her paper much more efficiently than brainstorming with a roommate and using a Spanish/English dictionary. Another student shared that he tried out ChatGPT to draft an email to a subcontractor gently declining their expensive offer. He too was amazed at the output, saying, "It came up with many eye-opening points I had not thought about" (like encouraging them to apply in future bids). He was also impressed that it made it more concise on command. This student clearly demonstrated using AI in a professional application. Moreover, both students acknowledged that the initial AI-generated drafts needed further refinement and review.

I started my feedback to the student with appreciation for trying new tools, but also pointed out that these tools have flaws. I graded the assignment for the student as it was, using the usual format of showing where points were deducted and the reasons for the deductions. As with most of my assignments, I informed the student that the work was a good start but was not quite where it needed to be, so they have the option to revise and resubmit it. Within five hours, the student had adjusted those points, provided proper references with citations, and submitted a paper that earned them a full grade.

For the first writing assignment in the Construction Law class, I got the impression that students were not using AI. However, one student submitted an assignment that had all the telltale ChatGPT signs:

Introducing AI to the classroom has been a new experience for me and my students. I like to think this is the next new tech revolution, and knowing how to utilize it will become an important skill. Writing correspondence has become much faster as spell-checking evolved into auto-correct and now into auto-complete. Meetings (ugh) have evolved from flying people to attend in-person, to huddling over a lagging telephone conference, to video chatting in comfortable pants. I am excited to see where this will go.

1. Completely misunderstood the legal case.
2. Confidently presented irrelevant information.
3. Fabricated references and citations.
4. Ended with a superfluous "conclusion."

Some citations weren't in the references list, and some of the references were not cited (I often see the former but almost never the latter). One of the fabricated citations was being used to support everything: irrelevant legal concepts, mentioning a plaintiff's name, and even the student's own personal opinions.

**In conclusion, I for one welcome our new AI overlords (Smith et al., 2017).**

While there is controversy around AI detection software, I plugged in this student's essay in three AI detection platforms out of curiosity. Two platforms returned a very low probability that it was written by AI while the third indicated a "very likely" result. That's probably because there were some blatant spelling errors in the document. I believe the student put in an honest effort in revising the draft; the first part of the essay correctly presented ethical concepts we had discussed in class.

## About the Author



**Dr. Raed Jarrah** joined the School of Visual and Built Environments at EMU in 2021 as an assistant professor, where he teaches courses in Construction Management as well as Civil Engineering. He has 10 years of construction contracting experience in the Middle East and North Africa, mostly on railway and infrastructure projects. His research interests include sustainability, risk management, and engineering education.