

NOVEMBER 6, 2023

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FDC HAPPENINGS



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*multiple people look at a computer together

2024 COB and GACET Faculty Fellows

We are excited to announce our 2024 College of Business and GameAbove College of Engineering and Technology faculty fellows for next year! Shiri Vivek and Morgan Milner from the COB as well as Muhammad Ahmed and Elizabeth Donovan from the GACET have been chosen to serve as our faculty fellows.

Each faculty fellow will be leading programs during the 2024 calendar year for the benefit of faculty in their respective colleges. The FDC looks forward to working with each of them as we support the work and the unique challenges of faculty in these colleges. We will publicize upcoming events for both colleges soon; stay tuned to our newsletter to learn more!

We are grateful to the GameAbove Faculty First Fund for supporting this important initiative.

Shiri Vivek and Morgan Milner invite stakeholders from the College of Business to meet with them on November 30, from 12-2:30 PM at the FDC, to discuss ideas for their work, entitled the Smart Connections initiative. Details will follow.

CAMPUS HIGHLIGHTS

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From the College Supports Program

The College Supports Program is looking for students to be paid academic support peers for EMU students with Autism Spectrum Disorder (ASD).

Requirements:

- Maintain a 3.0 GPA
- Mandatory attendance at staff training



Benefits for students include:

- Pay beginning at \$13.00/hour
- Up to 29 hours/week
- Work Study available
- Flexible scheduling

Please encourage your students to apply for this opportunity!

Click [here](#) to access the Handshake application and more information!

Tasks while working with students could include:

- Note-taking
- Assignment organization
- Facilitation of communication with professors
- Executive function support
- Academic support as needed

Have Questions?

Please contact **Hollie Arnett**, Associate Coordinator of the College Supports Program, at harnett@emich.edu.

upcoming

EVENTS

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November 10 @ 10-11:15 AM

109B Halle or [Zoom](#)

Click [here](#) to register

PREGNANT OR PARENTING: TITLE IX SUPPORT GUIDANCE

Title IX protects pregnant and parenting students; however, many programs and faculty are unsure how to provide reasonable accommodations and aid. Join us for a session that focuses on supporting pregnant or parenting students in the classroom setting. There will be a short presentation with crucial information about Title IX provisions, followed by an opportunity to work through and get advice on individual questions and/or specific cases. Please bring any concerns to this session and get answers! Together, let's work to create an inclusive learning environment that empowers and supports every student on their educational journey.

CHATGPT PROGRAMMING

Next session: November 14 @ 2:30 PM

109B Halle or [Zoom](#)

Click [here](#) to register

For the fall 2023 semester, WAC and the FDC are convening 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.

December 1 in the Student Center

Click [here](#) to register to attend

FLIPPING THE SCRIPT

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. Flipping the Script offers all of us an opportunity to straddle both worlds, and to grow through that opportunity. Stay tuned for the conference program!

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.

upcoming EVENTS

scan the QR code to
access the links in
this issue



Applications due November 14

[Click here to apply](#)

WINTER 2024 PROGRAM PROPOSALS

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. If you have an idea, or even the smallest kernel of an idea, we'd love to talk to you about it and help you create a great proposal. Reach out to Jeffrey Bernstein, FDC Director, at jbernstei@emich.edu to schedule a time to talk.

eFELLOWS GRANT

Applications are due November 27

[Click here to apply](#)

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. The eFellows program is available through the collaboration between the Bruce K. Nelson Faculty Development Center, Faculty Senate, and the Division of IT. The program funding and coordination is administered by the Faculty Development Center. To learn more about the Grant Application Process, view the [eFellows Proposal Instructions](#).

[Click here to apply](#)

**Spots are limited and will be filled
first- come, first-served**

VALUE OF A FOUR-YEAR DEGREE CONVERSATION GROUP

Starting at the end of this semester and running through the winter 2024 semester, four conversation groups with up to 10 individuals each, including faculty, lecturers, administrators, and staff, will meet to engage in reading and conversation around the question "What is the value of a four-year degree?" Our hope is that these groups will create an intellectual exchange of ideas, at the big-picture level, that will guide future conversations at the university.

Teaching Spotlight



Heather Silander

**Assistant Professor
Department of Health Sciences**

In this spotlight, Heather Silander discusses a unique opportunity that she offers in her classroom and what sparked her interest in the research project she is doing about students with disabilities on campus and their sense of belonging in the classroom. She also gives incoming teachers some helpful tips for starting at EMU. Click [here](#) to read the full spotlight.

Teaching BLOG

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By Dr. Solange Simões

One unanticipated and unintended effect of COVID was to make global learning more accessible to American students as well as to students around the world. The widespread adoption of technologies such as Zoom or Google Meet allow faculty to teach and students to learn from anywhere, with students attending class from dorm rooms, their homes, or practically anywhere in the world. Suddenly, access to technology - recently considered the major obstacle to the integration of modules in which students in distant global locations work together in international comparative assignments - no longer constrains global learning.

In 2009 we launched - in collaboration with the Faculty Development Center - the EMU Faculty Global Learning Seminar. We conceptualized that global learning a) should be understood as a pedagogical approach (rather than specific courses or topics within courses); and b) should be integrated across the curriculum. We envisioned global learning as an initiative that would include traditional approaches (such as Study Abroad, language courses, and courses on specific world civilizations or regions), but would move beyond them by a) integrating global learning in a wider range of courses and disciplines; and b) using new technologies to foster virtual collaboration among EMU students and students in universities around the globe.

In 2009, in collaboration with Margaret Crouch, Professor of Philosophy, and since 2017 with Shiri Vivek, Professor of Marketing, we have worked with faculty from all over EMU's campus to integrate global learning into new or redesigned courses. As a result, EMU faculty have integrated global learning into a wide range of courses,

Every Course Can (and Should) Integrate an International Comparative Module or Assignment: New Developments in Virtual Global Learning

including interdisciplinary teaching and new course offerings.

Nevertheless, our second objective - to make use of new technologies to foster virtual collaboration- was hindered by the low availability and high cost of the technological resources needed to bring students together. For example, in 2018 I collaborated with a Brazilian colleague to integrate a global learning assignment into a graduate WGST course. That year we had elections in both Brazil and the US. Our students chose to engage in a comparative analysis of the centrality given to gender in elections in such different political and social contexts. Back then, our students engaged in comparative analysis using Hangout, Skype, or WhatsApp, but the available classroom technology limited our ability to hold simultaneous classes at EMU and UFMG in Brazil. (We did try, although unsuccessfully).

In February 2020, Shiri Vivek and I attended COIL (Collaborative Online International Learning) Virtual Exchange Leadership at Florida International University. Besides the opportunity for networking with faculty leading global learning initiatives, we learned - to our surprise and pride - that the EMU Faculty Global Learning Seminar was the longest-running global learning

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!

initiative among participating universities. We also learned that technology remains the main constraint for further development of virtual global learning.

So now we easily use Zoom and other technologies to virtually teach our students. In this context, a question arises: why not use these technologies to allow EMU students to virtually engage with students in academic institutions in Latin America, Asia, Europe, the Middle East and Africa? Traditional study abroad programs promote global learning outcomes but are costly and accessible to a very small percentage of students (only about 3% of American students). Moreover, students of color and students with disabilities have been much less likely to study abroad. In contrast, virtual teaching and learning have the potential to expand global learning outcomes significantly and inclusively, addressing global self-awareness, understanding global systems, applying knowledge to contemporary global contexts, and global engagement.

Besides technology, a second challenge to expanding global learning is that virtual global learning requires extensive networks of faculty and academic institutions willing to collaborate to create “global classrooms.” Nevertheless, and differently from the previous emphasis on institutional agreements for international collaboration, virtual global learning networks have focused on finding instructors searching for international partners to collaborate on specific courses. Moreover, virtual global learning has promoted learning exchanges that can be applied to specific modules, topics, or assignments rather than a full course. Typically, in virtual global learning classrooms, students have engaged in short-term international comparative assignments, which are more feasible for faculty to integrate into their courses and for students to participate in. Short-term student

interactions have promoted meaningful learning through exposure to pressing global issues and collaboration across geographic and socio-economic borders, aiming to foster critical cross-cultural knowledge and understanding of interconnected world problems.

Academic institutions in the US and abroad have for decades included global learning in their mission statements, hoping to develop students’ awareness and engagement with global issues and promote global citizenship. Virtual global learning can now include all students and radically expand increasingly essential student learning outcomes.

Drawing on these new developments in virtual global learning – and with support from the Faculty Development Center – we invite EMU and international faculty to participate in an International Virtual Global Learning Workshop. International faculty will participate remotely, and EMU faculty will participate in-person in a hyflex format.

This international workshop will a) introduce new strategies and tools for virtual global learning, and b) give faculty access to networks of international faculty with whom to collaborate to integrate global exchanges and learning in their courses. This workshop will be held on Friday, November 17 from 8:30 AM -3:30 PM Eastern time.

Participants completing the workshop will receive \$100 for the development of a module and identification of a plan for implementation of the module. Apply for the workshop [here](#). Applications are due November 8 at 5:00 PM.



About the Author

Solange Simões is a Professor of Sociology and Women’s and Gender Studies. She has launched and co-lead the EMU Faculty Global Learning Seminar since 2009. She has also been Sociologists For Women in Society’s Lead Delegate at the United Nations Economic and Social Council is currently Co-President of the International Sociological Association’s Research Committee 32 Women, Gender, and Society.