

FDC HAPPENINGS

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*A group of individuals sit in rows facing away from the camera

2024 CONNECT Program Proposals

Amidst the cold days and gray skies of a Michigan winter, sometimes we just need to CONNECT with each other, learn from each other, and support each other. This is especially so in the teaching realm - while teaching is at some level a communal activity, the challenges we face can often breed isolation, and loneliness. So, join us at our CONNECT Conference, which will take place on February 9th, to learn about what your colleagues are doing, to share your own insights on the work we share, and to think deeply about how we can be better at what we do when we do it together. Commensurate with this theme, we are especially excited to have Peter Felten join us to talk about the importance of relationships in higher education.

We encourage you to consider submitting a proposal to present at the 2024 CONNECT Conference. We are seeking workshops, presentations, or sandbox sessions that can focus on a multitude of teaching and learning topics. See our website for more details,

Click [here](#) to view the call for proposals.

Click [here](#) to visit our website with more information.

CAMPUS HIGHLIGHTS

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From the FDC

The Bruce K. Nelson Faculty Development Center is pleased to announce the recipients of our winter 2024 program proposal funding!

“Careers and Cultural Diversity Fair”

Michael Foster, Monica Millan Serna & Marisol Garrido-Guiterrez

“Half-Day Media and Information Literacy Seminar”

Sara Memmott & John Dunn

“Retreating to Write: Advancing SoTL Towards Publications”

Cynthia Macknish & Cam McComb

“YPAR in Community”

Rachel Radina

Stay tuned for more information about each of these programs in the upcoming winter semester.



upcoming

EVENTS

3

December 15 @ 10 AM - 2 PM
In-person and Zoom

TITLE IX HEARING & ADVISOR POOL

Join the Title IX Office for the Title IX Hearing & Advisor Pool, where you will have the opportunity to delve into the world of Title IX at EMU. Their expert team will take you through our policies and procedures related to the Formal Resolution process, so you can gain a better understanding of how we support our campus community. As part of the Formal Resolution process, University stakeholders must first be trained to serve as either a Hearing Panelist or Advisor. This is a voluntary role, but it is an incredible opportunity to learn more about Title IX and make a difference in our community. You will be equipped with the knowledge and skills needed to assist should a hearing be scheduled. Lunch will be provided for all attendees. This is an excellent chance to gain insights into our process and expectations through a Title IX case from start to finish. If you're interested in attending or have any questions, please reach out to us at EMU_TitleIX_Office@emich.edu to receive the calendar invite. We can't wait to see you there!

INTERNAL RESEARCH AWARDS

[Click here to register](#)

Earlier this semester, we hosted a series of presentations about Internal Research Awards, focused on the Summer Research Awards. Our second round of presentations focuses on applying for Sabbaticals and Faculty Research Fellowships, intending to both inform attendees on the application process itself and to provide feedback on any materials provided. Click [here](#) to visit our website with individual session information,

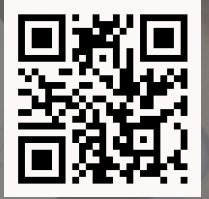
Tuesday, December 5 @ 2:30 PM
109B Halle or Zoom
[Click here to register](#)

PLAYING AROUND WITH **GENERATIVE AI**

Lots of us have been wondering how the emergence of generative AI tools will affect our teaching going forward. A first step in thinking through this question is trying out a generative AI program, such as ChatGPT. What can it do? What can it not do? How can you work with it to enhance what you do in the classroom? Join Professors Raed El-Jarrah and Christine Clark for a hands-on session to explore generative AI and reach your own conclusions about its affordances and constraints.

upcoming EVENTS

scan the QR code to
access the links in
this issue



CHECK OUT OUR NEW RESOURCES

GENERATIVE AI RESOURCES

The Faculty Development Center and the Office of Campus and Community Writing are pleased to share with you a new webpage devoted to helping us all navigate the world of generative AI. We also hope that we can all work and learn together, alongside one another and our students. Gen AI will play a significant role in all of our futures; it already is creating a big footprint, not only in higher education, but also in many professions. Our students want and need experience with generative AI to be prepared for their careers and competitive for future jobs. We invite you to peruse this webpage for ideas about how to set course policies and integrate generative AI into the work you do.

TEACHING IN TIMES OF CRISIS

Click [here](#) for a printable PDF version.

This new webpage aims to provide you with resources to prepare yourself to approach the classroom after a tragic or difficult event. Handling the situation may look different depending on the individual instructor's comfort level discussing certain topics, and on the nature of the situation. As challenging and heart-wrenching as these opportunities are, they allow us to both support our students and engage with them as fellow human beings. The FDC thanks all of you who helped to create this document; the webpage truly represents the collective voice of our community.



**HAPPY HOLIDAYS EVERYONE! HAVE A GREAT
BREAK
LOVE, EGGBERT <3**

Teaching Spotlight



Michelle Belt

**Part-Time Lecturer
Department of Interior Design**

In this spotlight, Michelle Belt shares with us her love for the hands-on work and applied learning in her discipline, her creative holistic approach to learning, and the difficulties of not getting more time with students. Click [here](#) to read the full spotlight.

By Jeffrey L. Bernstein

Eighteen years ago, during my fellowship with the Carnegie Foundation for the Advancement of Teaching, I joined a group of teachers-scholars in discussing the Scholarship of Teaching and Learning (SoTL) projects we would do during our fellowship year. After each person presented, Pat Hutchings, Vice President of the Foundation, and a giant in the SoTL world, asked each of us “How will you involve students in this work?” Pat’s question made us consider how much more valuable our work would be if we had student collaborators whose input we took seriously. Inspired by her, my project incorporated students as discussion leaders in an American government class, which ultimately led to a co-authored (with the students) conference presentation and book chapter based on that experience.

About ten years later I was teaching my writing-intensive Public Opinion and Political Learning class. Class had been going very well for about the first eight or nine weeks, until we hit a wall. I seemed unable to do anything to generate the engaged class discussion to which I had become accustomed over the first two thirds of the course. I spent a lot of time thinking about what had gone wrong but just couldn't figure it out. One day, with about ten minutes to go in class, I asked my students, “We were doing really well. What happened? What can we do?” Engaged, thoughtful, discussion ensued. Many ideas were not feasible, and some were pedagogically unsound. But some were truly thought-provoking, leading me to consider ideas I never would have found on my own.

Flipping the Script: Just the Beginning...

I hold these two experiences close to my heart as a professor at EMU, and for the last two-and-a-half years as Director of its Faculty Development Center. The desire to bring students into the conversation can be seen in our [Teaching and Learning Together](#) (TaLT) initiative, which strives to connect faculty and students. This year, TaLT features learning communities focused on [student-faculty partnerships in clinical education](#), and on bringing pairs of students and faculty together to redesign courses together in our [Collaborative Course \(Re\)Design](#) learning community. Each begins from the core belief that students have much to add to these conversations.

With this backdrop in place, I write this blog entry on a massive high following our first [Flipping the Script](#) student-led teaching conference. Held last Friday, this conference had close to 100 participants and sixteen different presentations by students as well as two plenary sessions organized and led by our students. (You can see the program [here](#).) The sessions I attended were uniformly engaging, and thought-provoking. I learned something, or reconsidered some previous assumptions, in every single session I attended. Going forward, I will be a smarter FDC Director, and political science professor, because of what our students taught me.

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!

I will highlight just one memory, which I hope will stay with me for the rest of my life. Our opening session, planned and led by FDC Student Worker extraordinaire Liv Overbee, featured Liv and four students (Jack Booth, Savannah Covault, Tra'chelle Lewis, and FDC student worker Trinity Perkins) who explored the multiple intersecting identities of our students. Each student introduced themselves with the “standard information” – year in school, major – but then added other aspects of their identities that affect who they are, and how they show up, as students. Following their introductions, the students went into the audience to talk with the faculty, staff, and fellow students at their tables.

I found myself standing to the side for part of this, watching these students speaking with the conference attendees, who engaged in the conversation with rapt attention. A sense of learning, of engagement, and of dialogue was palpable in the room; in that moment, we were all learning from each other. Our vision for Flipping the Script was playing out right before my eyes.

Throughout the conference, when I was speaking to our presenters and their faculty mentors, I expressed the hope that the conference would be the beginning of a conversation and not the end. At the FDC, we will continue, in the weeks, months and years ahead, to pursue the spirit of collaboration and partnership which we saw last week. Stay tuned to learn more about our future programming in this area. My head is swimming in ideas.

Conferences like Flipping the Script require support from across the University and beyond. We are grateful for the support we have received from Provost Rhonda Longworth, from Chao Sun and GameAbove, and from Kirk Profit, who enthusiastically funded so much of what we did last week. I'm grateful to all the deans, department heads, faculty members, lecturers, and staff who supported this idea, mentored students, attended panels, and did all the little things that make a day like last Friday possible.

My greatest gratitude, however, goes to the students. To those of you who presented at our conference, or just attended, thank you for putting yourselves out there. Thank you for buying into this vision that a group of faculty members really do care what you have to say about teaching and learning. And thank you for providing such exceptional presentations to validate the faith we placed in you!

Finally, I want to thank the staff at the Faculty Development Center – graduate assistant Alivia English, and student workers Trinity Perkins, Rylin Reynolds, and especially Liv Overbee, for all the work you did to make this happen. For the FDC, Flipping the Script was our finest hour, none of which happens without the support of the students with whom I have the honor of working. This really was a student-led teaching conference!

Looking ahead, I invite you to join us in seeking ways to make teaching a communal enterprise. When we do that, we enable Eastern Michigan University to build on its strengths and achieve its potential. Stay tuned for more.

Have a safe, peaceful, and restorative winter break!



About the Author

Jeffrey L. Bernstein is Professor of Political Science and Director of the Bruce K. Nelson Faculty Development Center at Eastern Michigan University.