

JANUARY 8, 2023

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FDC HAPPENINGS

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

Click [here](#) to register.



*An individual types at a computer. The top of the screen reads “ChatGPT”

Generative AI Speaker Spotlights

Throughout the winter semester, the FDC and Office of Campus & Community Writing will be exploring the world of generative AI through a four-part series highlighting different ways our faculty here at EMU are utilizing AI in their classrooms.

Program #1, facilitated by Christine Clark and Raed Jarrah on January 16 at 2 PM, will be a hands-on introduction to generative AI in the classroom. This repeats a popular program held in December.

Program #2, facilitated by Rania Spantidi on January 23 at 11 AM, will demystify the technology behind generative AI and provide real-world context for its applications.

Program #3, facilitated by T. Daniel Seely on February 14 at 12:30 PM, will explore generative AI in the content of human language and analysis of data.

Program #4, facilitated by Raed Jarrah and Monse Pastrano Romero on March 12 at 11 AM, will demonstrate how AI can be used properly and responsibly by students in their writing assignments.

CAMPUS HIGHLIGHTS

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From the FDC



Call for Proposals

The 2024 CONNECT Conference on Friday, February 9, will feature presentations and workshops offered by and for EMU faculty, staff, and students. We seek innovative program proposals that highlight effective practice in teaching and how to support and engage students. If you have something to say about teaching-related topics, we are interested in your proposal!

We are seeking proposals that highlight:

- how faculty, lecturers, and staff can build and strengthen partnerships with students;
- effective practices in different modalities of teaching;
- ways faculty can advance the causes of diversity, equity, inclusion, and justice in their teaching;
- technological innovations in higher education;
- how to support student wellness in and out of the classroom; and
- innovative uses of generative AI to advance our teaching goals.

Proposals can be for hour-long workshops, 20-minute presentations, or more informal "Sandbox" sessions.

Proposals are due by 5:00 PM on Tuesday, January 16th.

Click [here](#) to see our website with more information on how to submit a proposal.

upcoming

EVENTS

3

INTERNAL RESEARCH AWARDS

Click [here](#) to register

In the fall, 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. Our first program will be this Thursday, January 11, at 3:30 PM.

Click [here](#) to access a survey about possible meeting times.

RESEARCH WRITERS COLLABORATIVE

Join Sarah Walsh to block out the time to set and achieve our writing goals, even given the other pressures we all face. The [Research Writers Collaborative](#) is an opportunity for faculty and 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.). If you are interested, please fill out the survey linked above to help select a time for the group to meet this semester.

UNDERSTANDING ACADEMIC ACCOMMODATIONS

January 18 @ 2 PM

109B Halle Library or [Zoom](#)

Join Matthew Gregory, Interim Director of the Disability Resource Center, to learn about academic accommodations for students with disabilities. Learn more about the accommodations process, how to decipher letters of accommodations, communicate with students, and access resources on campus so you can better support all of your students. Questions are welcomed, so bring your case studies and experiences with you! Click [here](#) to register.

*March 8 @ 10 AM - 3 PM
300 Halle*

MEDIA AND INFORMATION LITERACY SEMINAR

Please Join us for a Seminar on Teaching Media & Information Literacy. Bringing together faculty both curious about M&IL as well as those already practicing innovative pedagogies, the event will include engaging activities. A poster session will showcase teaching strategies that faculty across the curriculum use to help students, whether in general education, academic majors, or at the graduate level. Additionally, round table discussion will feature members of EMU's Faculty Committee on M&IL sharing their perspectives. Click [here](#) to register to attend. Lunch will be included. If you currently teach any aspect of media and information literacy, please consider sharing your pedagogy by making a poster for the event. Click [here](#) to propose a poster (by Friday, February 9th). We have resources to assist with poster design and production. Posters will also be shared on [EMU Digital Commons](#) (with presenter permission) for further dissemination after the event.



GENERATIVE AI RESOURCES

The Faculty Development Center and the Office of Campus & 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 events can be, 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.

Introducing Partnership Spotlights

Next week, the FDC is introducing a new segment, which we are very excited to share with you all. "Partnership Spotlights" will be replacing our "Teaching Spotlights" for this semester; in the future, we expect to alternate them week-to-week. In these spotlights, we will be highlighting successful and impactful student-faculty partnerships that are happening right here on our campus! Those profiled will share advice on starting partnerships, the importance of them for both the faculty and student involved, and so much more!

If you are participating in a partnership or know of one that is doing great things, we would love to talk to you!

Please email us about participating in a spotlight, or nominate a colleague, at faculty_development@emich.edu or fill out [this nomination form](#)!

By Autumn Persinger

My name is Autumn Persinger, and I'm currently a freshman studying Social Work at EMU. I had the privilege of presenting at the Flipping the Script conference hosted on December 1st at the Student Center. My presentation, "Insights and Perspectives on the Disabled Student Life," was centered around education regarding disability topics, especially in the classroom and campus environment. This presentation was focused primarily around the Disability Resource Center (DRC) and their support, general education about the Americans with Disabilities Act, and my own personal experiences with the classroom and campus environment regarding accessibility and advocacy, all while tying these topics into how it can impact classroom engagement.

Allow me to highlight some of the things I discussed in my presentation. I began by providing general statistics and facts about EMU's disabled population and what disability may look like. For example, about 1 in 4 people have a disability, which would extrapolate to over 3000 students on EMU's campus. From there, I talked about EMU's DRC, where I explained how they provide services to students with disabilities and stressed the importance of faculty following a Letter of Accommodation. I provided examples of what accommodations may look like from my personal experience. To wrap up that section, I highlighted for faculty that these accommodations provide accessibility for a full, inclusive classroom environment, enhancing classroom engagement.

Next, I discussed my advocacy journey throughout campus. My current advocacy project is working on implementing an

A Student Perspective on the Disabled Life at EMU

emergency evacuation plan with EMU's Department of Public Safety and the DRC, the Ypsilanti Fire Department, and Huron Valley Ambulance. There is no general emergency evacuation plan for individuals in wheelchairs. This is concerning especially if I have a class on the 4th floor of an academic building without an accessible exit.

Also, in my dorm, I need physical assistance moving my body from bed to wheelchair. Because there is no extra help, I am always the last one out of the building. This past semester, I have been working on voicing my concerns without accepting "they'll check on us if they remember" as an answer. I'm hoping not only to change this for myself, but for other future disabled students as well. I also talked about examples of accessibility challenges around campus (vans randomly blocking curb ramps, major sidewalk cracks, no wheelchair accessible table in The Commons, etc.) that impact my day-to-day activities around campus.

After sharing my experiences, I emphasized to the faculty in attendance that it is important to have others help fight for what is right. Having a support network to help advocate is much better than doing it all by yourself. When someone describes a

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!

disabled person, one's word choice can impact their self-esteem and self-confidence. So, I closed my presentation by explaining how certain language can have positive versus negative connotations when referring to disabled individuals. Some examples include wheelchair user (positive/enabling) vs. wheelchair bound/confined (negative/limiting) and disabled (positive/preferred) vs. handicapped (negative/outdated term). All in all, I wanted to share and discuss these topics because they are so underrepresented and not talked about enough. I'm hoping that my presentation gave faculty the opportunity to learn and expand their knowledge surrounding disability.



It was such an exhilarating experience presenting to faculty at this conference because I was able to take this opportunity to shine a light on what is often not talked about. I took this opportunity not only to educate others, but to bring awareness to what I experience as a disabled student on a day-to-day basis, which thoroughly impacts class engagement and daily campus life in ways many might not realize. I hope my presentation provided faculty insight on what it is like to be disabled on campus and, by using that newfound insight, it will improve academic teaching and perspectives.

It meant a lot to me that faculty members attended my presentation, which showed that

they are supportive in my college journey. Having faculty listen to first-hand stories from people with disabilities is so valuable because it

allows an avenue to open up and gives us a chance to use our voices so others can understand our perspective. For the most part, non-disabled people can only imagine what might be “accessible” by definition or by code, but hearing from a disabled person’s perspective of what is accessible, in reality, hopefully sheds a light on disabled persons’ unique challenges. It validates our experiences as a whole and gives others the opportunity to be able to help improve the college experience for future disabled students.

Educating others on disability topics is something I have always been passionate about and has been part of my advocacy work. Education on disability topics and disabled experiences is the first step towards making a better, more accessible educational environment. Through that education, the faculty will now be able to implement a more inclusive, accessible, adaptive environment for all students. So, I am beyond honored and thankful to have been given the opportunity to share my experiences, perspectives, and insights as an EMU student.

For anyone interested in learning more, my slides can be found [here](#). I am also happy to speak more with faculty and interested others if people wish. The best way to reach me is by email apersing@emich.edu. Thank you!



About the Author

Autumn Persinger is a freshman here at EMU studying social work. She is a disability activist for her community. She also loves to read, and is very enthusiastic about education!