

JANUARY 15, 2023

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# FDC HAPPENINGS

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\*Three individuals sit at a white table with notebooks and laptops. One individual is in a wheelchair.

## Understanding Academic Accommodations

Eastern Michigan University views disabilities as an integral part of the rich diversity of our campus community and society and works collaboratively with students, faculty, and staff to create an accessible, sustainable, and inclusive educational environment for all students.

One way this happens is through letters of accommodation issued by the Disability Resource Center (DSR). Join Matthew Gregory, Interim Director of the DRC, to find out more about academic accommodations for students with disabilities. Learn about the accommodations process, how to decipher letters of accommodation, 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.

Click [here](#) to visit our webpage about this program.

This event will take place on Thursday, January 18th at 2 PM in 109B Halle or on [Zoom](#).

# CAMPUS HIGHLIGHTS

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## Relationship-Rich Education: A Campus Conversation

From the FDC

The FDC's 2024 CONNECT Conference will focus on the importance of creating and enriching connections in higher education.

With this theme in mind, we ask faculty, staff, and students to join us for a conversation based around the ideas expressed in Keynote Speaker Peter Felten's co-authored book, entitled *Connections Are Everything*. You can read this book [here](#).

This event will include a brief presentation and discussion about the importance of connections for students, faculty, and staff. Attendees will then participate in table discussions about what all of us can do to improve connections on campus.



Please consider attending this event yourself, as well as encouraging your colleagues and students to attend. Students can receive LBC credit for attending.

We hope to use this conversation to create a set of recommendations to help us make connections more central to our work here at EMU.

**This event will take place on Thursday, February 8 at 4 PM in Room 310 A/B of the Student Center. [Click here](#) to register.**



To learn more about our Keynote Speaker, Peter Felten, [click here](#).



To learn more about the 2024 CONNECT Conference or to submit a proposal, [click here](#).

# upcoming

# EVENTS

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## Check Out Our New Web Resource

### TEACHING AND LEARNING TOGETHER (TALT) WEBPAGE

Click [here](#) to visit the new webpage.

We are excited to share a new web resource we have been working on. In the summer of 2022, the FDC launched our Teaching and Learning Together (TaLT) initiative, which has grown to be a signature program at the FDC. Due to its expansion and ever-growing presence, we have created a webpage to compile information about our TaLT-related projects for all of you to easily access. Please visit this page to learn more about this exciting work, and [let us know](#) if you would like to get involved in TaLT!

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.

### GENERATIVE AI SPEAKER SPOTLIGHTS

**Program #1: January 16 @ 2 PM**  
**109B Halle Library or [Zoom](#)**

During the winter 2024 semester, the Faculty Development Center and the Office of Campus & Community Writing will host a series of four sessions related to generative AI. Click [here](#) to visit our webpage to learn more about each session. Program #1, facilitated by Christine Clark and Raed Jarrah, will be a hands-on introduction to generative AI in the classroom. This repeats a popular program held in December. Click [here](#) to register if you plan to attend this or any of these programs.

**Proposals are due no later than Tuesday, January 16, 2024.**

### CALL FOR PROPOSALS: CONNECT CONFERENCE

We encourage you to consider submitting a proposal to present at the 2024 CONNECT Conference. For more information regarding presentation opportunities at this event, please click [here](#) to view the Call for Proposals. Click [here](#) to submit your proposal, and click [here](#) to register to attend. Check out page 2 for more information about CONNECT!

# upcoming EVENTS

scan the QR code to  
access the links in  
this issue



## INTERNAL RESEARCH AWARDS

*Click [here](#) to register.*

*Click [here](#) to visit our website.*

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. The two feedback sessions will take place on Tuesday, January 23 and Monday, January 29, both at 3:30 PM. Bring your current draft of your application (no matter how complete it is) to get expert feedback on your work at one or both of these workshops.

**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.

## *Partnership Spotlight*

This 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 by 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! Click [here](#) to access our new series.

### **Dr. Sarah Ginsberg & Shay Morrison**

**Department of Special Education  
and Communication Sciences &  
Disorders**

In this first spotlight, Dr. Sarah Ginsberg (R) and Shay Morrison discuss their collaboration on their Collaborative Course (Re)Design learning community, the aspect of sharing power and control within partnerships, and why this project is important for both of them. Click [here](#) to read the full spotlight.



## By Alivia English

I had the opportunity to attend the Michigan American Council on Education (MI-ACE) Women's Network Annual Conference last June. The conference as a whole was very informative, but as one of the very few students in attendance, I found it particularly impactful to learn more about the faculty/staff/administrator perspective in higher education. During this conference, I had the pleasure of sitting in on a presentation on wellness in the workplace, presented by the University of Michigan Wellness Office.

At the Faculty Development Center (FDC), we often speak on student wellness issues, and we make strides to support faculty supporting students by offering opportunities such as our [Student Wellness Mini-Grants](#). Still, we care a lot about the wellness of our faculty, lecturers, and staff as well.

Having worked at the FDC for over a year now, I see professors who care a lot about their students daily, and it has changed my perspective greatly on how I view my own professors. It has made me realize how much effort many professors put in to make our education not only beneficial to our learning, but also to encourage our wellness in and outside of the classroom.

This newer perspective, as well as the conference presentation, ignited my thinking on what it might be like to teach in higher education, and what measures are taken to ensure the wellness of professors. In order for us to pour out onto others, we must also be poured into. My own research in clinical education has shown me that many issues in professional relationships are often a result of a domino

## Wellness in the Workplace

effect of people who were treated poorly treating others poorly, and I strongly believe that if some of these patterns were to be broken, so many positive changes would occur.

We know how important it is for workplaces to be safe environments for employees, both physically and emotionally. After all, the average person spends around 90,000 hours at work over their lifetime ([Stoewen, 2016](#)). Career burnout is not uncommon, but it is especially prevalent in higher education and it has been made worse since COVID ([Chessman, 2023](#)). If mental health directly affects work performance, what can we do to better support one another in the workplace? Hollie Chessman (2023) suggested a few strategies for combating faculty burnout including offering faculty development, practicing flexibility, recognizing the efforts of faculty, and setting realistic expectations and goals for faculty.

We like to think we know a thing or two about faculty development at the Faculty Development Center! We work to build community for our faculty and lecturers, and to help support them in the important work that they do. We try to highlight the joys of teaching while working together to combat the negatives of teaching. No career is going to be perfect, but

### 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!

we feel passionately about building a place where people can leave feeling encouraged about what they do and how they go about doing it.

Recognition has been a frequent topic in the [Student-Instructor Partnerships in Clinical Education \(SIPCE\) learning community](#) that I am co-leading with Dr. Courtney Lewis this year. Through both our research and our discussions, we have quickly come to see the importance of taking time to recognize the efforts of both faculty and students. This could be something minor, such as telling a coworker “great work,” but it could be deeply meaningful for the person receiving the recognition. We sometimes need to know that people see us and what we are doing. What would our departments and offices look like if we were to make it a priority to recognize the work and efforts that our community puts forth?

I would argue that many of these strategies boil down to having empathy for one another. We need empathy in order to show flexibility and recognition and to set realistic expectations for those we work with. In our SIPCE learning community, we had a “challenge” during one of our first few weeks for clinical educators and students to strike up a conversation with each other about something non-clinical related. The responses were incredibly moving and impactful, and it went to show how far a simple “Any fun plans this weekend?” could go.

As a student, I certainly don’t have much say in what each department does with their faculty and staff on campus. However, based on what I have seen working at the FDC, what I can do is encourage you to promote wellness in your department by perhaps doing something like striking up a conversation with someone you don’t normally talk to, or even writing a quick email to someone appreciating their work on a

recent project. It starts with us, and together we can make a positive impact on the wellness of EMU community members altogether.

I would also encourage you, as a teacher in higher education, to help us (students) help you. There is often a power differential between students and their teachers, but the best relationships in education occur when both parties are willing to look past that. What can we, as students, know or do in order to help you enjoy teaching more? Even if it’s something as simple as asking us to respect your weekends and refrain from trying to contact you during them, don’t be afraid to share with your class... the worst thing that can happen is that your students will start looking at you as human!

As a student, if I am not in a good state of wellness, it won’t be easy to focus on learning what you are teaching me. I would imagine that for faculty, teaching would not be easy to focus on if you are not in a state of wellness. Wellness in the workplace has significant impacts on our lives and should not be overlooked. I encourage all of you to take these steps, and others, to support your own wellbeing.

## About the Author



**Alivia English** is a second-year graduate student in the Communication Sciences and Disorders program at EMU and the Graduate Assistant for the Faculty Development Center. She is the lead student for the Student-Instructor Partnerships in Clinical Education (SIPCE) learning community this year, and her thesis research revolves around clinical education as well. After graduation, she hopes to work as a medical speech-language pathologist.