

MARCH 11, 2024

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# FDC HAPPENINGS



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\*A group of individuals sits at a table with laptops and paper.

## 2024 Faculty Scholarly and Creative Activity Showcase

The Bruce K. Nelson Faculty Development Center and the Office of Research Development and Administration (ORDA) are excited to host the Faculty Scholarly and Creative Activity Showcase.

We invite you all to attend this event and support the work your colleagues have accomplished. This showcase will feature posters, journal articles, books, artwork, and videos that highlight scholarly activities on which EMU faculty and lecturers have been working. Please stop by to see the work your colleagues are doing. The showcase will take place on March 14 from 4 - 6 PM in the Student Center Ballroom.

This event is in conjunction with the George Liepa Sigma XI Speaker Series, hosted by the Office of Research Development and Administration (ORDA). This year's speaker is Dr. Sarah Comstock. The lecture is titled "Human Milk: Shaping Microbial Communities, Supporting Positive Child Health Outcomes." To read more about her lecture, click [here](#). Her lecture will take place on March 14 from 7-8 PM in the Student Center Auditorium. A dessert reception will follow.

Click [here](#) to visit the webpage with more information.

# CAMPUS HIGHLIGHTS

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From the Department  
of World Languages



## Careers and Cultural Diversity Fair

Did you know that intercultural competence is ranked fourth of the top ten work skills needed for the future according to Future Work Skills 2020? Do you know how to develop multicultural competence?

Be sure to attend the Careers and Cultural Diversity Fair, a campus-wide event that will gather professionals from Southeast Michigan from a variety of fields including business, healthcare, social sciences, and humanities.

Students, faculty, administrators, and advisers are encouraged to attend this interactive event that will highlight the relevance of multicultural and multilingual competence in today's professional fields.

Invited guests will interact with participants and share with them their professional background and their experiences and opportunities linked to working in a diverse workplace. The focus is to cultivate awareness on how broadening the understanding of languages and multicultural competence can help today's professionals to overcome challenges and advance in their careers.

**The event will take place on Thursday, April 4th, from 3:45 - 5 PM in the Student Center Ballroom. Refreshments will be served. Click [here](#) to register.**

# upcoming

# EVENTS

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## GENERATIVE AI SPEAKER SPOTLIGHTS

*Program #4: March 12th @ 11 AM  
109B Halle Library or [Zoom](#)*

During the winter semester, the Faculty Development Center and the Office of Campus & Community Writing are hosting a series of four sessions related to generative AI. The final program, facilitated by Raed Jarrah and Monse Pastrano Romero, will discuss how students can properly and responsibly use AI. Click [here](#) to register if you plan to attend this program.

## TEACHING AND LEARNING THROUGH ESPORTS

*March 13th @ 12:30 PM  
109B Halle and [Zoom](#)*

[EMU Esports](#) is on the fast track to become a top North American esports program. The program regularly redefines the scope of collegiate esports by working closely with academic and institutional departments alike. Join Zach Lewis, Esports Coordinator at EMU, for this informative session to learn how esports can be applicable to you in your teaching. Click [here](#) to register.

## OPENING DAY

*Thursday, March 28th from 3-5 PM  
109 Halle Library*

Join us at the FDC to celebrate our most important national holiday, Opening Day of Baseball Season! Spend the early afternoon celebrating the 175th Birthday of EMU in the Student Center, and then join us from 2:30 - 5:00 PM at the FDC to watch some baseball, share some refreshments, and enjoy each other's company. If the Mets win, everyone who attends will get extra credit! #LetsGoMets #YaGottaBelieve #LGM

*To nominate someone, click [here](#).  
Please share this link!*

## THANK-AN-EAGLE

The Faculty Development Center hosts a university-wide event called Thank-An-Eagle, where EMU community members have a chance to thank an instructor, staff member, coach, GA, or mentor who has helped them during their time here at EMU. For many instructors and mentors, an unsolicited "thank you" from a student is a highlight of their semester's experience. The instructor or staff member you thank receives a formal Thank-An-Eagle letter of recognition from the Faculty Development Center that includes the nominator's remarks. We hope you will nominate a deserving Eagle! Please share this link with your students.



# Calls for APPLICATIONS

scan the QR code to  
access the links in  
this issue



## SUMMER/FALL 2024 PROGRAM PROPOSALS

*Proposals are due March 14.  
Click [here](#) to view the application.*

Each semester, we seek proposals for sustained learning communities or seminars, or for a more involved series of workshops, or for hosting a significant one-time event (such as bringing in a prominent speaker). Our budget provides funding for such activities to help us respond to evolving interests on campus. We award up to \$5,000 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, helping participants to learn together, develop new skills, collaborate, and innovate.

*Proposals are due March 14.  
Click [here](#) to view the application*

## MINI-GRANTS TO SUPPORT STUDENT WELLNESS

The Faculty Development Center and the Dean of Students Office invite faculty, lecturers, and graduate teaching fellows to apply for mini-grants (up to \$250) to support student wellness in their teaching. The mini-grant projects are to take place during the summer or fall 2024 semester. For this round of applications, we would also like to invite EMU students to collaborate with a faculty member to implement a wellness practice into a class. Students who participate in this opportunity will be awarded a \$100 honorarium for their time and efforts. Please consider applying to help support our students' well-being and, by extension, their learning in your class.

## 2024-2025 DEI Faculty Fellow

*Applications for this position are due by April 2nd at 5 PM,  
submit complete applications to Jeffrey Bernstein, FDC  
Director, at [jbernstei@emich.edu](mailto:jbernstei@emich.edu).*

The Bruce K. Nelson Faculty Development Center and the Office of the Interim Associate Provost and Associate Vice President of Academic Programs and Initiatives are seeking applications for a quarter-time release Faculty Fellow to play a leading role in Diversity, Equity, and Inclusion (DEI) programming for the FDC during the 2024-25 academic year. Click [here](#) to view examples of work completed by our previous Faculty Fellows, Uttara Maonhar and Audrey Farrugia. To read the call for applications, click [here](#).

## Partnership Spotlight



### **Dr. Courtney Lewis & Alivia English**

**Athletic Training and  
Communication Sciences &  
Disorders**

In this partnership spotlight, Dr. Courtney Lewis (L) and Alivia English share with us how starting off as strangers shouldn't stop anyone from developing a partnership. They also explain how their partnership has progressed and share their gratitude for one another. Click [here](#) to read the full spotlight.

## **Faculty-Student Research Fellowships: A Call for Proposals**

**By Jeffrey L. Bernstein**

As many of you know, the Faculty Development Center has in recent years prioritized the creation and maintenance of partnerships between faculty and students. This work builds on a rich tradition in higher education, documented by [Alison Cook-Sather](#) and others, that shows that when students feel connected with their faculty members in a [relationship-rich environment](#), they take greater agency in their learning, believe that they belong and matter at their schools, and are more likely to persist toward graduation. Faculty also benefit significantly from these partnerships. Many of us went into teaching because we value the opportunity to work with students; connections are very much a part of the DNA of Eastern Michigan University.

Almost 20 years ago, I was privileged to have a fellowship with the Carnegie Foundation for the Advancement of Teaching in Palo Alto, working with my cohort on Scholarship of Teaching and Learning projects. Among my strongest memories of that fellowship was the general ethos - expressed by Pat Hutchings, Mary Huber, Lee Shulman, and others - that this work is done best when students are viewed as collaborators rather than as the subjects of study. We were encouraged, from day one, to think about how we would bring students into our respective projects; many of us sought out student partners for our research, working with them on brainstorming, implementation, and co-presenting and co-authoring scholarly papers.

There is no doubt that faculty are the content experts in what we teach; however, we must give credence to the idea that students are experts at their learning and ought to be involved in

conversations about teaching and learning. Over the last two years, the FDC has run numerous programs and learning communities focused on these partnerships, and on student voices, as part of our [TaLT](#) (Teaching and Learning Together) initiative. For example:

- Our first learning community from last year focused on opportunities for such partnerships at EMU, the barriers that confront the formation of these partnerships, and about how, working at an individual and systemic level, we can overcome these barriers and allow the university to reap the benefits of these partnerships;
- This year, we are hosting a learning community based around improving connections between [clinical education students and their faculty](#). We are hosting an additional learning community on [Collaborative Course \(Re\)Design](#), in which faculty-student pairs work together to redesign a course the faculty member is teaching.
- We also hosted our [Flipping the Script](#) student-led teaching conference in December to rave reviews. Flipping the Script featured plenaries and presentations from about 30 students, all offering a student perspective on teaching and learning in higher education.

### **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!

In my moments of optimism - and I believe most of you who know me would describe me as an optimistic, glass-half-full kind of person - I believe in the power of student faculty partnerships to reinvent higher education at Eastern Michigan University. I am inspired by my own example and the example of countless colleagues to whom I've spoken over the years. Faculty members, like myself, invariably can share stories about how a particular professor believed in them, gave them opportunities, and helped them envision a future for themselves in higher education that they had not previously seen. These kinds of partnerships have always been at the forefront of who we are at EMU.

With this call, we hope to support faculty-student teams (each team must have at least one faculty member or lecturer as well as at least one student) that will study how these sorts of partnerships can proliferate on campus. In short, we are seeking partnerships to study partnerships! (Pretty meta, huh?). We are interested in projects that might study how partnerships could enhance education in different places within the curriculum. We would also love to see proposals that address challenges to partnerships and how they could be overcome. Other ideas are welcome; if you want to help us understand partnerships, we want to consider supporting your work!

**My vision for what teaching and learning can look like at EMU is one in which we offer opportunities to more of our students to engage in this kind of work, should they be interested. I would add to this that part of this work is encouraging our students to see the benefits of their being interested in these sorts of partnerships as well.**

These proposals can be funded for up to \$3000 for the 2024-25 academic year, with the possibility for additional funding the following year. The Call for Proposals offers more information on how the money could be spent. We anticipate these partnerships producing work that could be disseminated at conferences, in journals, and in other venues on- and off-campus. I would be more than pleased to speak with any of you about this call, and to help you craft a competitive application.

A robust literature tells us that pedagogical partnerships work in the ways I've mentioned above, and more. However, much of this work has been done at smaller, better-funded, and more selective schools. Less has been done to demonstrate their value at schools like EMU, where I would argue these partnerships can have an even greater impact. If the Faculty Development Center, and its partners in this vision, intend to paint a picture of these partnerships as being an important part of the future at Eastern Michigan University, we must build more intellectual capital to support this argument. That's where this grant application comes in.

Applications are due by Friday, April 12. Thanks for considering this call, and good luck in pulling together applications. We look forward to reading yours

With profound thanks to [GameAbove](#) for their support of our Teaching and Learning Together (TaLT) initiatives to this point, we are pleased to now realize a long-term goal of the Center, offering Faculty-Student Research Fellowships. The full Call for Proposals is [here](#)

## 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. He loves dogs, babies, the New York Mets, and finding innovative ways to engage student voices in teaching and learning work in higher education. And his family, of course, in case any of them are reading this.