

OCTOBER 7, 2024

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FDC HAPPENINGS

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Click [here](#) to find more information about the dates/times of the workshops.



*Individuals are sitting at a table looking at an individual standing in front of them

Internal Research Awards

The Faculty Research Fellowships and Sabbaticals are intended to encourage and support the research, creative, artistic, and scholarly endeavors of full-time tenured or tenure-track EMU faculty by providing released-time awards (fall and winter semesters) for outstanding proposals.

The Faculty Development Center strives to support EMU faculty in their applications for these awards by hosting workshops focusing on helping you write a strong proposal. These workshops are facilitated by Natalie Dove and Alexis Braun Marks, Jeff Bernstein and Tinker (EMU's Certified Facility Dog).

The General Orientation for Summer Research Awards will take place on Thursday, October 10, from 3:30 PM - 4:45 PM. The General Orientation for Sabbaticals will take place Friday, October 11, from 11:30 AM - 12:45 PM. These sessions intend to inform attendees on the application process and strategies for writing a proposal. There will also be multiple workshops as well

for faculty to receive feedback from your peers and workshop presenters, particularly from those outside of your field. You may come to as many, or as few, of these workshops as you wish. Click [here](#) to register for these sessions.

CAMPUS HIGHLIGHTS

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From the FDC and the Office
of Campus & Community
Writing

TaLT Topics



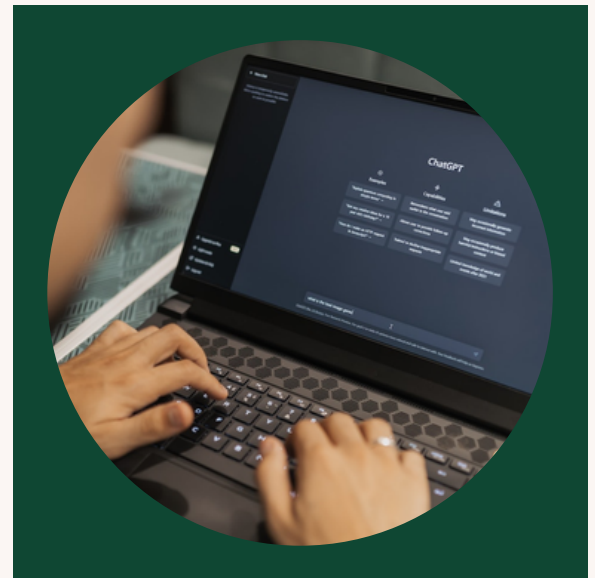
GEN AI IN TEACHING

WEDNESDAY, OCTOBER 30 3-5PM
STUDENT CENTER ROOM 310

Our first TaLT Topic is Generative AI in Teaching. While both students and faculty are concerned about and talking about gen AI, they are not always talking with each other. These non-conversations are missed opportunities to understand this growing technology, and the potential opportunities (and challenges) it offers in higher ed!

WHAT YOU WILL LEARN:

In this dialogue, we will develop ideas, articulate principles, and discuss best practices for how Gen AI can be best used in teaching and learning. Our dialogue will address Gen AI and academic integrity, the impact of Gen AI on students' future job prospects, best practices for using Gen AI in the classroom, and issues of ethics and equity raised by the growth of Gen AI.



For more information, visit our [website](#).

Click [here](#) to register

upcoming EVENTS

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THE RESEARCH WRITERS' COLLABORATIVE

Click [here](#) for meeting information
Meetings held on Zoom

The Research Writers' Collaborative is an opportunity for EMU faculty to support each other while achieving their writing goals (i.e., developing a conference paper, drafting an article, revising a book chapter, etc.) by giving and getting helpful feedback. This program hopes to help faculty develop healthy writing habits, create realistic writing goals, boost writing productivity, and meet potential collaborators and colleagues. Meetings are held on Tuesdays from 11 to 1 pm. To learn more or to register, click [here](#).

Tues. October 15 @ 1-3PM

Click [here](#) for more additional information.

Unlock the potential of AI in your research with our exclusive workshop, "Utilizing Generative AI Tools in Academic Research: ChatGPT4, ChatGPT3, and MS Copilot." This hands-on session, facilitated by Muhammad Ahmed, Professor of Engineering, is designed for higher education faculty across all disciplines, and aims to enhance their research capabilities using advanced AI technologies. Join us to explore how generative AI can revolutionize your research methods and outputs. Click [here](#) to register.

RESEARCH AND AI WORKSHOP

NATIONAL DESSERT DAY

October 16 @ 3:30-5 PM
109 Halle Library

Once a month, the FDC and the Office of Campus & Community Writing will be holding events to bring our EMU community together in fun ways. National Dessert Day is typically on October 14, but due to fall break we will be celebrating on the 16th. Bring a dessert to share and join us for a great time. We value community at the FDC, so join us for dessert and casual conversation. We hope to see you there! Click [here](#) to RSVP.

Click [here](#) to register.

GACET/FDC FALL 2024 LUNCH PRESENTATION SERIES

The GameAbove College of Engineering and Technology and the Faculty Development Center are hosting a lunch presentation series for faculty in the College. This series includes four different sessions. Our next session is "How Culture Influences Perception and Communication," facilitated by Esther Gunel, and will take place on October 24 at 11:30 AM in 109 Sill. To view all other session information, click [here](#). We are grateful to the GameAbove Faculty First Fund for supporting this series.

SUPPORTING INCLUSION IN THE CLASSROOM, LAB, AND BEYOND

Friday, October 25 @ 10 - 11 AM
109B Halle Library

Please join the "Engaging in Inclusive Teaching Practices amid Challenges Times" learning community for an interactive workshop, "Leveraging Aspire's Inclusive Professional Framework to Develop Core Skills to Support Inclusion in the Classroom, Lab, and Beyond." In this workshop, participants will learn about a holistic professional development framework and how it applies to your professional life. Participants will also reflect on how identity/power/positionality inform your role as an instructor. Click [here](#) to register.

upcoming

EVENTS

4

TEXTBOOK AFFORDABILITY WORKSHOP

Click [here](#) to register.

This program, facilitated by EMU library faculty Kate Pittsley-Sousa and Julia Nims, is aimed at encouraging, assisting, and developing skills in EMU instructors related to the adoption of free or more affordable course materials. EMU instructors will be introduced to key concepts of open educational resources and will practice different methods of finding affordable reading materials. The goal of this program is for each participant to discover an alternative text that they would consider adopting. All sessions will be held virtually over [Zoom](#). Attendees will receive a \$100 honorarium for participating in this series. To view session dates/times, click [here](#).

FACULTY RESEARCH SHOWCASE

Tuesday, October 29 @ 3-5PM
Click [here](#) for more information.

The Faculty Development Center, the Office of Research Development and Administration (ORDA), and Graduate Studies and Research are excited to host the 2024 Faculty Scholarly and Creative Activity Showcase to celebrate scholarship and creative activities recently completed, or currently being pursued, by EMU faculty. This year, we are pleased to host student attendees interested in learning more about research possibilities. Faculty attendees will also receive information about promoting available research opportunities to students. Click [here](#) to register.

RADICAL HOPE: A TEACHING MANIFESTO BY KEVIN M. GANNON

Click [here](#) for meeting times
Click [here](#) to register

The Faculty Development Center and the Office of Campus & Community Writing invite you to join us for a book discussion. In a world in which higher education finds itself under siege, *Radical Hope* offers a vision of teaching as an emancipatory practice that spreads hope. This is an important book in higher education at this moment. We have two ebook copies of this title - one through Project Muse and the other through EBSCO. Both copies can be downloaded for unlimited use. Click [here](#) to access both copies.

FLIPPING THE SCRIPT

Conference Date: November 22nd

We are happy to host our second annual Flipping the Script student-led conference to empower the learners to become the teachers, and the teachers to become the learners. It offers all of us an opportunity to straddle both worlds, and to grow together. Why attend? As educators, you are the content experts, but your students bring invaluable insights into their own learning experiences. By attending this conference, you will have the chance to listen to and learn from your students, gaining fresh perspectives on effective teaching methods. Click [here](#) to visit our website for more information, to register to attend or to contact us!

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upcoming APPLICATIONS

scan the QR code to
access the links in
this issue



The FDC wants to draw your attention to two of our upcoming applications for funding. For more information about each application, click the hyperlinked title. Short descriptions of each application are below. For any questions, please contact us at faculty_development@emich.edu.

MINI-GRANTS TO SUPPORT STUDENT WELLNESS

Application Due: October 30, 2024

The Bruce K. Nelson Faculty Development Center and the Dean of Students Office, with support from the Department of Recreation and Intramurals (Rec/IM) and E|Dining, invite faculty and students to work together to implement wellness practices into the classroom. Faculty who receive this funding will receive up to \$250 to introduce practices supporting student wellness into their classroom during the winter 2025 term. Successful applications should aim to share these innovations campus-wide. For this next round, faculty, lecturers, and graduate teaching fellows may work by themselves or with a student to implement the idea. Any student working with a faculty member will receive a \$100 honorarium. Click [here](#) for more information or to apply.

eFELLOWS CLASSROOM TECHNOLOGY GRANT

Application Due: November 25, 2024

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 curricula. The overall outcome of this program is to improve and enhance student learning and the scholarship of teaching through the integration of appropriate technology. To learn more about the Grant Application Process, view the [eFellows Proposal Instructions](#). If you have any questions about eFellows, please email [Michael McVey](#) (Professor of Teacher Education and Chair of eFellows Committee) or [Jeffrey Bernstein](#) (Director of the Bruce K. Nelson Faculty Development Center). If you wish to set up a meeting to speak more about your application, please email [Michael McVey](#).

Spotlights



Cara Shillington

Department of Biology

In this teaching spotlight, Dr. Cara Shillington, winner of the 2023 Fennel Award for Mentoring, talks about her experience winning this award, as well as her experience researching arachnids, her favorite and her specialty. She also reflects on some of the highlights of her career at Eastern, and her advice for new faculty just getting started. Click [here](#) to read the full spotlight.

Wellness & Well-being in an Undergraduate Education Course

By Kat Naish & Christopher Robbins

During the 2023-2024 school year, Dr. Christopher Robbins received a Faculty Development Center Wellness Mini-Grant to incorporate wellness in his Schools for a Diverse and Democratic Society course. The mini-grant funded the coordination of wellness programming with Dr. Kat Naish, a doctoral mentee of Chris', who focused on wellness programs in her dissertation research and is also a practicing teacher. On a bi-weekly basis Kat conducted wellness exercises with the class, along with integrating individual- and group-level wellness work and readings into course assignments. Our course was unique in that it combined a democratic, co-constructed approach to curriculum between Chris and the students, with the co-facilitation across the semester conducted by Kat and Chris. We designed a study to explore the possible effects of an integrated approach to wellness, coupled with student course co-construction, on students' experiences of the course.

Schools for a Diverse and Democratic Society offers pedagogical and curricular latitude given the organizing themes and core concepts that inform the course. For Chris, the "democratic" part of the course title has always challenged him. Is the course "democratic" if it covers material on democracy and the relationships between schools, civic engagement, and governance? Is the course "democratic" if the professor privileges student voice by primarily conducting class within a critical dialogical format? These were just a few of the questions that Chris had about facilitating this course. Chris' answers to these questions became evident when there was an abrupt shift in the course delivery model (from in-person to online) during the COVID-19 pandemic. It was at this point that Chris learned that a democratic classroom, and an experience

in democratic community, requires much more than nods to elements of democratic-like practices (e.g., dialogue, episodic choice and decision-making, etc.). It requires regularized practices and purposefully structured relationships that value mutuality, respect, trust, a lively negotiation between personal interests and common good, and active, inclusive participation by all members of the classroom community. During this transition from the in-person classroom to the digital space, it became apparent that students were experiencing increased and seemingly unremitting stress/anxiety and difficulty navigating friendship/belonging.

Belonging matters, and wellness matters. Belonging is a part of overall wellness and well-being. In response to these observations Chris had been utilizing a time capsule assignment throughout this course to support student well-being. This assignment provided students with an open space for them to process their thoughts-any thoughts-without judgment. The hope for this assignment was that it could play a small role in helping them recognize, manage, and possibly address some of their mental health concerns. When the FDC wellness mini-grants became available, Chris asked Kat to help integrate

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!

additional wellness practices into the course. Along with being a special education teacher, Kat is also a certified yoga teacher and social emotional learning facilitator. Similar to Chris' efforts to build wellness into his classroom, Kat was also looking for something to sustain her ability to support and work with her students and colleagues that also acknowledged societal inequities and traumas.

Kat's wellness sections were spread across eight sessions and covered wellness topics addressing educator burnout, secondary trauma, traumas within the schoolhouse, and the mass exodus of educators from public education. The well-being series also discussed the positives of being an educator and ended on reflective, silly, and encouraging truths of teaching and the strides to be more inclusive. With wellness presentations taking place approximately every other week throughout the semester, students had the opportunity and choice to take part in different meditative, movement, gratitude, and journaling practices inclusive of two, two hour wellness workshops - the second of which was requested by, co-created, and presented with the classroom community.

Thirteen students from the class of 22 students participated in an IRB-approved study that Chris and Kat designed. Drawing on the students' time capsule writings and a post-course survey, we worked separately from a grounded theory approach, looking for repetition in terms and ideas expressed within individual time capsules and surveys, and then across students' time capsules and surveys. Three primary themes with underlying sub-themes emerged: teaching through relationships (democratic pedagogy, relational teaching, care, and community), stress, and positive interactions with and responses to Kat's wellness work.

This study showed that the unique combination of a democratic, co-constructed approach to curriculum between Chris and the students, with co-facilitation conducted by Kat and Chris, proved effective and beneficial in addressing and supporting student need. The students who

participated in this study were unanimous in believing that the guided wellness components of the course added value that supported

them as a student at the institution and that these components helped prepare them in navigating their role as a future educator.

One student stated, "I wish I had more classes that included these practices," while another wrote, "These are tools I'll need to be successful that I don't find emphasized anywhere else. I appreciated the balance in this class between deep class discussions about teaching/trauma, etc. and checking in with ourselves. This is my calmest class." Ultimately, the findings suggest the need to support faculty in creating a more democratic and caring space for their students to better support their well-being.

If curious about more details of the study, please contact [Kat](#) or [Chris](#) for the full report.

About the Author



Kat Naish (L) received her Ph.D. in Educational Studies in 2023 and is in her 18th year as a special education teacher. Kat is currently working as a teacher consultant for students with vision impairments at the Macomb Intermediate School District and continues

to advocate for the well-being of educators by acknowledging the reality of burnout and systemic inequities across the education system.

Chris Robbins (R) is Professor of Social Foundations, coordinator of the Ph.D. in Educational Studies, and a founding collaborator of The Workshop for Community+Collaboration. In his 19th year at EMU, he continues to try to integrate the theory that students learn in his courses with their experience in the classroom.