

SEPTEMBER 23, 2024

1

FDC HAPPENINGS



IN THIS ISSUE

Page 2

- Women in Philanthropy Grant

Page 3

- Upcoming Events

Page 4

- Upcoming Events (cont.)
- Teaching Spotlight: Dr. Marisol Garrido-Gutierrez

Page 5 & 6

- The Power of Vulnerability in Fostering a Positive Faculty-Student Interaction by Aesha Mustafa

*An individual stands in front of a group of seated individuals

eFellows Classroom Technology Grant

We are excited to announce another round of our eFellows Classroom Technology grant! The eFellows program, available through the collaboration between the Faculty Development Center, Faculty Senate, and the Division of IT, provides supports in obtaining the resources needed to successfully pilot innovative technology-based projects that enhance student-focused instruction in courses and curriculum. The overall outcome of this program is to improve and enhance student learning and the scholarship of teaching through the integration of appropriate technology.

Click [here](#) to read why you should consider applying for an eFellows grant. Click [here](#) for an example of how one eFellows grant was utilized.

The eFellows program is provided for tenured/tenure-track faculty and full-time lecturers. To learn more about the Grant Application Process, view the [eFellows Proposal Instructions](#).

Applications due Monday,
November 25

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

If you have any questions about eFellows, please email [Jeffrey Bernstein](#) (Director of the Bruce K. Nelson Faculty Development Center) or [Michael McVey](#) (Professor of Teacher Education and Chair of the eFellows Committee).

From Women in Philanthropy

Woman in Philanthropy Grant!

Need Funding for a Project?

Open to EMU employees, faculty-sponsored students & members of university-sponsored alumni, student, and community groups, without regard to gender.

Application
Due
October 7
@ 4 pm

The FDC was generously funded by WIP last year; we encourage you to apply to support your important work, too!

Resources to support your application;

- WIP Canvas Learning Community - grant writing and WIP grant priorities
- 1:1 Coaching Grant Session - Meet with a WIP member

www.emich.edu/wip/grants

upcoming

EVENTS

3

NATIONAL PUNCTUATION DAY

September 24 @ 8:30-10 AM

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. We value community!! at the FDC and the c2W! Join us; for “casual conversation” and... Donuts and coffee! (probably good ones?) to kick the year off: right! Will we see you there? We sure hope so... Also, save the date for our next event, National Dessert Day! This will be held October 16 from 3:30-5 PM. Note: this is usually celebrated October 14, but due to fall break we have moved this to celebrate all together. We hope to see you there!

Friday, September 27th @ 10 - 11 AM
109B Halle Library

SUPPORT INCLUSION IN THE CLASSROOM, LAB, AND BEYOND

Please join the "Engaging in Inclusive Teaching Practices amid Challenges Times" learning community for an in-person, 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.

TEACHING IN TURBULENT TIMES

Friday, September 27th @ 12 - 3:30PM

300 Halle Library

As instructors, we are sometimes placed in the difficult position of teaching immediately after (or during) an unnerving event or a crisis—and it seems these situations are happening more and more frequently. Amidst our heated and contentious political climate, this program offers guidance for instructional staff in thinking about the 2024 election, and other stressful local, national, and world events, in our classrooms. Click [here](#) to register. Click [here](#) for the full program agenda.

First Session: Tues. October 1 @ 1-3PM
Click [here](#) for additional session information.

RESEARCH AND AI WORKSHOP

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.

FLIPPING THE SCRIPT

Applications Due: October 7th,
Conference Date: November 22nd

We are happy to host our second annual Flipping the Script 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. We encourage you to spread the word about this opportunity to any students you think may be interested in presenting or attending. Click [here](#) to visit our website for more information, to register to attend, view the call for proposals, or contact us!

upcoming EVENTS

scan the QR code to
access the links in
this issue



INTERNAL RESEARCH AWARDS

Click [here](#) for session information.

The Summer Research Awards 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 monetary payments (in lieu of teaching) to help support their research. The FDC strives to support EMU faculty in their applications by hosting workshops focusing on helping you write a strong proposal, facilitated by Natalie Dove and Alexis Braun Marks, Jeff Bernstein and Tinker (EMU's Certified Facility Dog). Click [here](#) for more information.

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 Bruce K. Nelson 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 faculty work. Faculty attendees will also receive information about promoting available research opportunities to students. Click [here](#) to register.

Spotlights



Dr. Marisol Garrido-Gutiérrez

Department of
World Languages

In this teaching spotlight, Dr. Marisol Garrido-Gutiérrez, winner of the 2023 Ronald W. Collins Distinguished Faculty Award for Teaching II, describes her experience in the classroom as a student in Columbia and shares her advice on creating a positive experience for her students. Click [here](#) to read the full spotlight.

The Power of Vulnerability in Fostering a Positive Faculty- Student Interaction

By Aesha Mustafa

I am a therapist and have a therapist. Oh, and I take medication to treat my depression, anxiety, and complex PTSD!

My students frequently hear me talk about being in therapy and taking medication to support my mental health. I joke that they are probably sick of me saying that, but it is worth repeating.

You may be wondering why I share all of this with students (and with readers of this blog). Well, after countless years of therapy, I finally recognized the power of vulnerability—in this case, the power of vulnerability to foster a positive faculty-student interaction. I draw on this concept from the work of [Dr. Brené Brown](#), who has revolutionized how I teach.

In incorporating the power of vulnerability into my teaching practice, I reflect on how I present my experiences in ways that resonate with my students. For example, in Winter 2024, I received a [mini-grant from the Faculty Development Center](#) to support student wellness. In my class, EDLD 631: Human Relations Skills for Educational Leaders, I invited a friend and former colleague, [Raina LaGrand](#), to lead a workshop on building and fostering a resilient nervous system. Specifically, we focused on [embodying somatic practices](#) (i.e. connecting the mind and body) to strengthen leadership skills. Building off this workshop, I assigned my students to create a self-regulation plan to help them recognize when their nervous system may be triggered in leadership roles—particularly in response to feeling misunderstood, questioned, criticized, or rejected—and to develop strategies to manage those reactions.

When designing this assignment, it was important for me to share how, through therapy and medication, I am able to recognize signs of dysregulation in my own nervous system and the strategies I use to regulate it.

I told my students how, recently, in another course, I invited a guest speaker who stated a blatant racial microaggression towards a student of color. I told them how I immediately panicked about addressing this with the class. I went into fight-or-flight mode and experienced increased heart rate, warm, flushed skin, and feelings of anxiety and fear.

I shared my internal spiraling dialogue: Should I address the entire class about the microaggression? Or just the student it was directed at? Will my students think I am a terrible leader having brought this person in? If the administration finds out about this, will my job be in jeopardy? How will this impact my teaching evaluations? ... I need good evaluations to help me receive tenure.

I quickly recalled a cognitive reframing technique my therapist taught me to challenge my spiraling thoughts: [The Catch It, Check it, Change It](#) approach.

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!

Using this approach, my thoughts shifted to:

- (I think) my students like me. We can have an open dialogue about how that statement made us feel. It is unlikely that they will judge me based on the speaker's behavior.
- While I am the instructor and "in charge of the classroom," I do not need to have all of the answers. I can ask students how to proceed and cultivate a collaborative learning environment.
- This incident does not reflect who I am as an instructor or my values. It is doubtful to result in my not receiving tenure IN THREE YEARS.

I explained to my EDLD 631 class that this approach, in conjunction with the medications I take to calm my overactive thinking and increase my ability to recognize my distorted thinking, helped to regulate my nervous system. Additionally, I explained that my thought process is called "catastrophizing," or the cognitive distortion that prompts people to predict the worst-case scenario.

All of the above transpired in a matter of a few minutes. After the guest speaker left, my heart felt like it would jump out of my chest as I immediately addressed the incident. One student immediately said, "Thank you so much for saying something. I was going to email you." As a class, we bonded in shock and disbelief over what had just occurred, and I openly admitted that I was not sure how to proceed. In showing my vulnerability, my students witnessed that, as faculty, we do not have all of the answers. They saw what it looks like for a leader to take accountability.

Even in sharing this experience, I am demonstrating vulnerability as a pre-tenured Black woman faculty member. While Brown's concept of the power of vulnerability has transformed my teaching, her work overlooks how Black and Brown individuals often lack the same protections as White individuals. Research widely discusses the prevalent

challenges and unequal barriers that Black women academics frequently encounter, including insufficient support and little to no protection from their institutions. As Black women, there are often consequences for our showing of vulnerability, including being labeled as aggressive, difficult to work with, under-prepared for our role, and losing our jobs.

My research agenda focuses on Black women on the tenure track at predominantly white Research 1 institutions, and how they describe and enact their personal and professional commitments while navigating their institution's priorities and reward structure. So, I knew the price of staying silent or the price of speaking up.

So, I chose to be vulnerable in my classroom and address the racial microaggression. Additionally, I chose to be vulnerable and share with another class how therapy and medication contributed to my self-regulation plan. My sharing paid off.

Taken from my course evaluation: "Aesha is the most compassionate professor I've ever had. She not only teaches us course content but also how to care for ourselves. She is truly the best professor I've ever had."

While I am by no means "the best professor," I can say that the power of vulnerability allows me to show up as my best self, perhaps most notably in the most stressful of situations.

About the Author



Dr. Aesha Mustafa is an Assistant Professor in the Higher Education and Student Affairs Program in the Department of Leadership and Counseling. Dr. Mustafa is also the Resident Mental Health Expert on EMU's "Enlighten U," a podcast addressing college student mental health topics. In her spare time, you can find her regulating her nervous system with snuggles from her doggy, Bailey, and infant daughter, Audre.