

MARCH 31, 2025

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FDC HAPPENINGS

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April 9, 2025
@4:00 - 5:30 PM
RM 100 Strong Hall



*a group of individuals standing together looking at something

Meeting the Moment: Teaching and Research in the Current Higher Education Landscape

Join us for this program, brought to you by the Office of Diversity, Equity & Inclusion and the Faculty Development Center. This program will feature a discussion with panelists who will address how recent political actions may affect academic freedom and research in higher education.

Our panelists are:

- Jeff Ammons, Associate General Counsel, Eastern Michigan University
- Jeffrey Bernstein, Professor of Political Science and Director of the Bruce K. Nelson Faculty Development Center, Eastern Michigan University
- Kimberly Buddin, Senior Policy Counsel of the ACLU's National Political Advocacy Division
- Scott Teasdale, Director of the Office of Research Development and Administration, Eastern Michigan University

This panel will be moderated by Dwight Hamilton, EMU's Chief Diversity Officer.

CAMPUS HIGHLIGHTS

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From the FDC

LEARNING COMMUNITY APPLICATIONS

Applications are now open for two TaLT learning communities at the Faculty Development Center.

COLLABORATIVE COURSE (RE)DESIGN LEARNING COMMUNITY



Collaborative Course (Re)Design (CCRD) is an approach to redesigning a course that you have taught previously. In CCRD, you and one of your former students work together collaboratively to redesign portions of a course that you want to update and improve. This learning community includes pairs of faculty-student partners who will participate during the Fall 2025 semester. We welcome applicants from faculty members, full-time lecturers, and part-time lecturers in all programs.

Applications are due by Friday, May 30 @ 8 PM.
To learn more or to apply, [click here](#).



INSTRUCTIONAL PARTNERSHIPS

An Instructional Partner (IP) is a person who has taken the course you are teaching and successfully completed it in the recent past. They attend the course as you are teaching and work with you in partnership to make improvements, add new ideas, and also help support the students enrolled in the course. This one-semester learning community will include pairs of faculty and their student partner, who will serve as their IP for a class of the faculty's choosing.

Applications are due by Friday, May 30 @ 8 PM.
To learn more or to apply, [click here](#).

upcoming EVENTS

CHECK OUT OUR UPCOMING EVENTS WE ARE HOSTING AT THE FDC! FOR MORE INFORMATION OR TO REGISTER, CLICK "READ MORE".

THRIVING IN ACADEMIA: "PROFESSORING AND PARENTING"

- Thursday, April 3 @ 2 - 3:15PM
- Open to Faculty & Lecturers
- Parenting is important, but so is our job as professors. How do we manage to do both without feeling as if fulfilling one role diminishes our ability to fulfill the other?

[Read More](#)

RESTORATIVE PRACTICES FOR EMPOWERED TEACHING PROFESSIONALS: HEALING IN A TIME OF CHANGE

- Friday, April 4th @ 11 AM - 2 PM
- Open to Faculty, Lecturers, Staff & Graduate Assistants
- Explore how to integrate healing-centered practices into your professional and personal life

[Read More](#)

AUTISM ACCEPTANCE AND ACCOMMODATIONS

- Monday, April 7th @ 3:30 - 4:45 PM
- Open to Faculty, Lecturers & Staff
- Learn more about autism spectrum disorder, and discuss the role that accommodations can play in supporting students with autism

[Read More](#)

THRIVING IN ACADEMIA: "MAKING THE MOST OF A RESEARCH LEAVE"

- Thursday, April 10 @ 11 AM - 12:15 PM
- Open to Faculty & Lecturers
- Learn how a faculty member about to go on research leave can set themselves up for a productive, and restorative, time

[Read More](#)

FACULTY FELLOW FOR INCLUSION AND BELONGING

- Applications due April 9 @ 5 PM
- Open to Faculty
- 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 inclusion-focused programming for the FDC during the 2025-26 academic year

[Read More](#)

2025 Summer/Fall Mini-Grants to Support Student Wellness Recipients

Scan the QR code to access the links in this issue



Thank you to all who submitted applications for our Summer/Fall 2025 Mini-Grants to Support Student Wellness. Congratulations to our recipients, listed below!

JENNIFER AVERY
"PLANNING FOR TIME MANAGEMENT SKILLS"

SYDNEY BATCHELDER, ALINA DILLAHUNT & KANICA BHUTORIA
"SOCIAL AND COMMUNITY-INTEGRATED PHYSICAL ACTIVITY"

MARGEAX CLAUDE & RICKI KREPS
"MOVEMENT, MINDFULNESS, AND CLAY"

SAMANTHA DANEK
"BRIGHT LIGHT THERAPY: ENHANCING EMOTIONAL WELLNESS IN PHYSICIAN ASSISTANT EDUCATION"

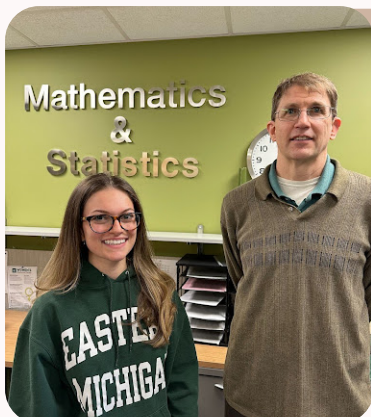
AMANDA MAHER
"EMBRACING JOY IN THE TEACHING AND LEARNING OF HISTORY"

KAREN ROGERS-COLLINS, ELIZABETH BUCCIARELLI & ROBERT STEVENS
"CREATING AN INDOOR GREEN SPACE IN THE HALLE LIBRARY"

Spotlights

Dr. Andrew Ross and Christina Trotta

Department of Mathematics and Statistics



In this partnership spotlight, Christina Trotta (L) and Dr. Andrew Ross (R) discuss working on Christina's Honors Thesis, how they share responsibilities, and what this project, and partnership, means to them. Click [here](#) to read the full spotlight.

Navigating a Teaching Quadrilemma

By Matt J. Schumann

Some years ago, near the beginning of my career at Eastern Michigan, I received a question from student in the College of Education – a credit to their deep thinking about teacher training:

Do you find it more important to know your stuff, or know your students?

Zoom out a little bit, and this student was asking a question that we all have probably confronted at one time or another as university instructors: assuming it's a choice, do we place more emphasis on our subject matter expertise, or on reaching our particular cohort of students where they're at?

Since that time, my journey as an instructor has taken me deeper into the worlds of Scholarship of Teaching and Learning (SoTL) and Instructional Design. In light of that additional training, what had already been a challenging dilemma grew two more horns! I'll reframe it here as I posed it at the recent [CONNECT](#) conference:

Assuming it's a choice, is it most important to your teaching to know...

- Your Stuff – the material that makes you a subject matter expert
- Your Students – the people you teach and whose tuition funds the university
- Your Structure – the flow of lessons and assessments that make up your course
- Your Self – the person, or persona, that you bring to the front of the class

It's a false choice, of course. All of these categories overlap; and at some level, in the middle of our teaching, we operate without being fully cognizant of any of them – let alone all. Yet when we do think about our teaching, one or more of these categories almost inevitably defines our thinking.

If we're really thoughtful about our teaching, we might have sought out some of the helpful resources, supportive community, and refreshing space in the [Faculty Development Center](#). Typically, the FDC and its counterparts across many U.S. universities have proven pretty good for reasoning on three of the four horns of our "quadrilemma":

- If you want to know more of your "stuff", it's easy enough to revisit your research field, collect more material, and digest the latest literature.
- If you want to know more about student learning, you can go into the Scholarship of Teaching and Learning (SoTL), and turn your research instincts toward your classroom.
- If you want to know more about effective course structures, you can plunge into Instructional Design, and follow your research instincts there as well.
- And if you want to know more about your self... with only a few notable exceptions, that academic biography hasn't been written yet. Uh-oh!

In a way, this post acts to affirm the FDC's efforts to enrich our faculty as people, such as the current programs on [Restorative Practices](#) and

Thriving in Academia. In another, it serves as a gentle nudge to develop more such programming, and to prompt us to think more deeply, ourselves, about what we do – and do not – bring to the teaching table. Nor should we stop there: this post also parallels an ongoing research project about re-centering instructors, in their irreducible humanity, as an essential piece of the educational puzzle.

Some ideas for the present:

- Take a personality test, or two, or five, and ponder how to apply the results to your teaching persona / classroom.
- Use mindfulness techniques to discover what features of your teaching bring you the most joy, the most annoyance, or simply what's most constantly on your mind.
- Make it a more social exploration: When you talk about teaching problems with colleagues, or things that are going well, what do you talk about?
- If you're considering adopting a new teaching technique – anything from an updated textbook to a complete overhaul of your approach to a given class – don't just stop at identifying your preferences, but take some time to consider why.
- Revisit Carole Fink's Dream Exercise (2003): imagine your ideal student who soaks in every nugget of wisdom you can give them, and where you would like to see that person in 5-10 years. What are you doing, now, to help them to get there?

Some insights, as a rather bookish introvert on the autism spectrum, as a self-confessed gamer, and relatively recently in my life and career, as a husband and dad:

- I really appreciate the teaching styles that say, "do as I say, because it's what I do." So in my own course designs, I *do* try to get students to mimic the self-motivated research and presentation that bring me most joy as a scholar.

- As a gamer, I really like the "choose your own adventure" genre. Scenario-Based Learning in the style of Rise 360 is really amazing, but for the free version, Twine is a good friend to me, and to some of my fellow-gamer students.
- Being an introvert on the spectrum, I like asynchronous online classes where my course designs really shine, and my interaction with students is less in quantity but higher in quality.
- One of my favorite "family teaching" memories was Zooming during the pandemic and having my then-toddler daughter crawling around in my background. On the other hand, I get at least as much life and enjoyment from my wife and kids, far removed from the teaching arena, as I do from my students and colleagues.

So much for some fragments of my instructional autobiography. While this blog post doesn't offer much opportunity to reply directly, I'll close with an invitation to ponder how you would continue the dialogue:

What is your "teaching self"? How do you express it? What does that mean for your teaching – and for your stuff, your structure, and your students?

About the Author



Dr. Matt J. Schumann has taught at Eastern Michigan since 2005. Since taking the FDC Part-Time Lecturer Summer Seminar in 2014, he has pursued Scholarship of

Teaching and Learning as a second discipline, and he earned a graduate certificate in Instructional Design from Bowling Green in 2022. He currently teaches dual-enrolled courses through the Eagle Scholars program at Michigan Islamic Academy.