

FDC HAPPENINGS

April 10 , 2023



A group of individuals sit down and watches another individual giving a presentation.

Program Funding Proposal Recipients

See our [website](#) for more information

The Bruce K. Nelson Faculty Development Center is pleased to announce the recipients of program funds to support significant programming activities during the Summer and Fall 2023 semesters. We are grateful to the Office of the Provost for helping to support this funding. We were able to fund a range of proposals that can make a difference in the teaching and learning environment at EMU. FDC programs come from the grassroots; many seminars and workshops are inspired by faculty and lecturers and facilitated by faculty and lecturers. Programs sponsored by the FDC are also centered on the goals put forth in the University Strategic Plan.

For information about the recipients and their projects, please see page 4.

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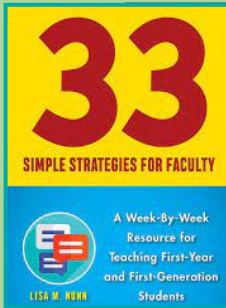
CAMPUS HIGHLIGHTS: EGGBERT'S SUMMER READING LIST

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At the FDC, we can't think of a better time and place to read a good book than this summer on the beach! We asked faculty and staff for their help in curating a list of books on Teaching and Learning.

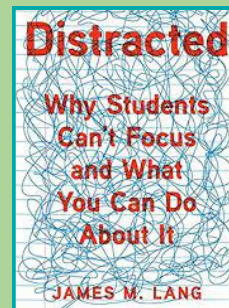
By Eggbert, the FDC Comfort Emu

Here are some of the books Eggbert is reading this summer!



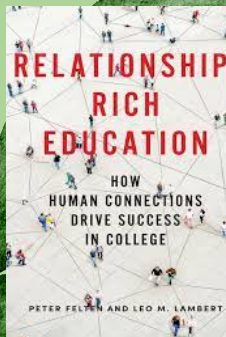
33 Simple Strategies for Faculty
By Julia Nunn

This book give faculty student perspectives, alongside exercises and tools, which can help faculty improve academic success and student wellbeing.



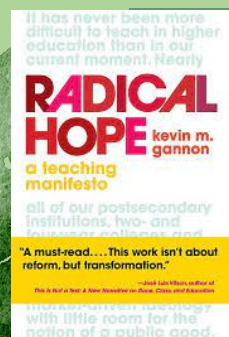
Distracted
By James M. Lang

This book show educators how they can structure classrooms as environments where they can actively cultivate their students' attention.



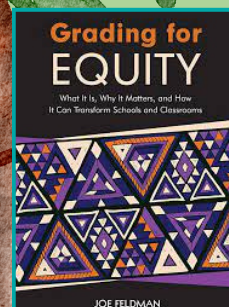
Relationship-Rich Education
By Peter Felten & Leo Lambert

This book provides readers with practical advice on how they can develop and sustain powerful relationship-based learning in their own contexts.



Radical Hope
By Kevin M. Gannon

This book surveys the field, tackling everything from impostor syndrome to cell phones in class to allegations of a campus "free speech crisis," providing tools on how to tackle these.



Grading for Equity
By Joe Feldman

This book shows new grading practices that will improve learning, create a more caring classroom, and boost a student's academic success.

Eggbert hopes you have a great summer!



UPCOMING EVENTS

READING IN
PRINT?
scan the QR code to
access the links in
this issue



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Summer Book Series

All sessions will take place on [Zoom](#)
[Click here](#) to register
[Click here](#) to see more information

Join Jeffrey Bernstein and Ann Blakeslee in a three-part discussion series focused on the book *Small Teaching*, 2nd ed., by James M. Lang. In this book, Lang delves into strategies of small change that can be used to enhance student learning experiences. Readers will learn how to help students excel at retrieving knowledge from memory and make meaningful connections to course content, and how to build community and motivation in their classroom.

Please join Ann Blakeslee, David Boeving, Kristine Gatchel, Michelle LeGault, and Brent Miller for session 2 of the Wellness Workshops. Session 2 will include meditation and journaling. These workshops are open to members of the EMU and Ypsi community. [Click here](#) to register for the second workshop.

Wellness Workshops

*Workshop 2: April 19, 2:30 PM
FDC or Zoom*

Student-Instructor Partnerships in Clinical Education Learning Community

Building on the work of our [Teaching and Learning Together](#) (TaLT) learning community, we will be hosting another learning community during the 2023-24 academic year, this one focused on clinical education. To learn more about this opportunity, please visit our [website](#).

*Applications due
Friday, April 21 @
11:59 PM*

[Click here](#) for the website with more information

ProEMU Laboratory for Credential Innovation

Please join the first-ever learning laboratory for designing and implementing alternative credentials at EMU. Coordinated by Beth Stoner, with support from the UPCEA, this laboratory will create a space for those at EMU to learn more about the credential landscape and how it can be integrated into programs and curriculum.

Faculty Fellow for DEI

*Applications due May 1,
2023*

We 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 and the office of the Chief Diversity Office for the 2023-24 academic year. [Click here](#) to visit our website for more information.

*Friday, April 28
FDC or [Zoom](#)
[Click here](#) to register.*

Fulbright Series

Join us for this informational workshop, led by Carla Damiano, Professor of German, Department of World Languages, in which participants will hear several experts talk about the various types of Fulbright grants, how to navigate the application process through EMU, as well as hear personal success stories of recent EMU faculty Fulbright grantees. View our [website](#) for more information.

PROGRAM FUNDING RECIPIENTS

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As noted on page 1, The Bruce K. Nelson Faculty Development Center is pleased to announce the funding recipients for the Summer and Fall 2023 semesters. Here is a brief summary of each program.

Robert Erlewine, *Jewish Studies at EMU*

- A group of faculty that will work towards developing EMU's curricular offerings in Jewish Studies and support faculty research in this area

Ron Flowers, *Building a Culture of Caring*

- Learning community that will focus on six professional learning sessions that provide mental health support education for supporting our students

Solange Simoes & Shiri Vivek, *New Strategies, Tools, and Networks for Virtual Global Learning*

- A hy-flex one day workshop, linking EMU educators with other international educators, focused on new strategies and tools for virtual global learning

Dyann Logwood & Sadaf Ali, *The Mentoring for Success Initiative (Phase Two)*

- Face-to-Face workshop and bimonthly check-ins with faculty to develop new strategies and education on how to mentor vulnerable student populations

Kate Pittsley-Sousa, Julia Nims & Sara Memmott, *A Textbook Affordability Initiative Workshop for EMU Instructors*

- Workshops providing EMU instructors the opportunity to learn about the adoption of free or more affordable course materials

TEACHING

SPOTLIGHT



This week we are spotlighting Lauren Williams, a lecturer in Philosophy. Williams shares with us how her education here

at Eastern inspired her to be the educator she is today, her love for feminist theory, and what she has learned most about herself throughout her teaching career. To read the full story, click [here](#).

Lauren Williams
Part Time Lecturer
History & Philosophy

REFLECTING ON THE TaLT INITIATIVE

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As the first year of the Teaching and Learning Together (TaLT) initiative comes to a close, we have an opportunity to reflect upon the work that has been done and the areas that still require attention.

The TaLT initiative successfully brought students and faculty together to facilitate open and honest dialogue about the struggles inherent in creating meaningful partnerships. Discussions centered around developing strategies to overcome institutional barriers, establishing trust inside and outside of the classroom, and creating an environment where students felt empowered to contribute to their learning. The following are reflections and lessons learned from one student and one faculty member's perspectives on the TaLT initiative. We do not intend to make any claim that our experience was universal, but we believe that our reflection might reveal the direction future initiatives might aim and record the positive impacts the initiative has had on us.

Jamie: "The conversations were both encouraging and challenging. As a faculty member, I truly enjoyed having an opportunity to come together with a group of like-minded individuals to discuss how to make our classrooms more collaborative. I enjoyed discussing ways to co-facilitate learning and create an environment where students have the ability to take an active role in shaping their education. I was encouraged by the insights I gained about empowering students and adjusting my teaching strategies and assignments.

"Students expressed that they felt more confident in their work when they were given

*By John Milkovich &
Jamie Ward*

the autonomy to demonstrate knowledge in ways that allowed them to highlight their skills and abilities. For example, submitting videos, art, spoken word, etc., instead of just the more traditional essay assignments when it was appropriate. The end result for the educator is often the same in that students are able to show their comprehension of the material, but for students, the ability to have control over how they expressed their understanding of the material increased engagement and investment in the course. Giving students a voice in their learning and co-constructing knowledge is something I am inspired by and the TaLT initiative has helped me consider new ways to create these opportunities in my classroom."

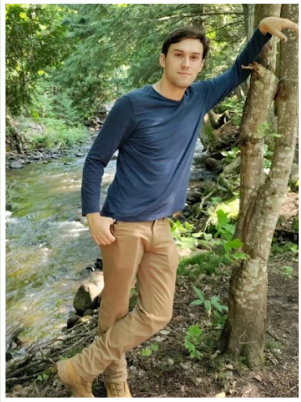
John: "From the student perspective, I was encouraged by the fact that my understanding of student-centered classrooms and course design improved greatly from the group's conversations and I feel a lot more confident advocating for myself as a student. Even my understanding of the faculty experience generally improv-

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!

ed. Additionally, I was encouraged by conversations that centered around communicating in a genuine way and providing feedback that signaled not only understanding, but a willingness to implement suggestions.”

Despite the initiative's tremendous success,



About the Authors

John Milkovich has recently graduated from EMU and is now a master's student studying philosophy. He hopes to advocate for students' creativity. Ideally, he would love for the faculty in the humanities and social sciences to value poetic and artistic expression as highly as essays.



Jamie Ward has been a faculty member in the Public Relations Program at Eastern Michigan University (EMU) since 2015. She teaches a variety of public relations and communication undergraduate and graduate courses. In addition, Dr. Ward serves as the faculty adviser of the EMU Public Relations Student Society of America Eleanor Wright Chapter. Prior to entering academia, Dr. Ward spent more than a decade in the nonprofit sector working to help nonprofit organizations advance their cause through strategic public relations. She is (co)author of the following books: *Public Relations Principles: Current. Proven. Practical* and *A Practical Guide to Ethics in Public Relations*.

there is still work to be done. While TaLT helped us better understand student-faculty partnerships and our roles in helping to successfully create and navigate them, it also forced us to acknowledge challenges within our community. One of the more difficult aspects of our conversations stemmed from a desire to take our discussions beyond simply being exchanges of information. Communities take time to build and even after meeting for the last several months, we felt there was still work to be done.

Healy et al. discussed the notions of trust and community as building blocks of student-faculty partnerships. Trust and collegial relationships cannot necessarily be developed quickly. Once trust is established, environments can be created where both students and faculty feel comfortable expressing ideas. Without trust, these partnerships cannot occur.

Due to the compressed nature of this initiative, participants needed to learn about one another and establish trust quickly as they negotiated power dynamics and discussed overcoming disparities. There was not a lot of time to get to know each other beyond the work that was completed. For example, despite the fact that we have spent several months with this same group, we still know very little about each other beyond being participants with a common goal. We couldn't tell you more about the students or faculty participants besides what they think about the topics discussed at our TaLT meetings. We don't know them as people as much as we know them as undistinguished parts of a larger whole.

It would be beneficial for future initiatives to include time for students and faculty to get to know one another as individuals outside of their academic pursuits. Moving beyond exterior pleasantries and thoroughly examini-

ng ways to navigate these relationships can assist in building a stronger community.

While this initial TaLT initiative was a much-needed first step in bringing students and faculty together, we need more time to develop artifacts and to sit with the ideas that were discussed. We want to find ways to continue these conversations and discuss implementation. We don't want future partnerships between students and faculty to merely be an exchange. We want our academic communities to feel like more than loose associations of living numbers and statistics, and feel like a real space where students and faculty can learn more from each other than what is merely assigned in the curricula.

We are encouraged by the upcoming TaLT initiatives and look forward to seeing this work continue across campus. Although at times this reflection was critical of certain aspects of the TaLT initiative, this is not intended to communicate an overall dissatisfaction with the initiative. Our experience was exceptional. For many students and faculty participants including ourselves, this was the first time we felt like we could make a serious difference in how classes are run and how we should think about faculty-student partnerships. This initiative will no doubt have a positive impact on all of the participants and we hope that the valuable topics that were discussed will be taken seriously by other members of the university community. The lessons learned over this year could impact the academic experience of both faculty and students and hopefully bring each group into closer collaboration with each other. The TaLT initiative was an excellent first step in creating an academic community of trust, collaboration, friendship, and mutual respect.

Special thank you to all of our authors of blog posts this year!

Click [here](#) to see all the previous blogs

A Note from Jeff

Thank you, thank you, thank you!

As I near completion of my second year directing the Faculty Development Center, I am grateful to so many of you. Your generosity allows us to offer so many high-quality programs to EMU faculty and lecturers, and your deep commitment to our students continually inspires me. When I pondered leaving my faculty position to move to the FDC, I hoped to be able to use an administrative position to move the needle on teaching and learning issues at an institutional level. With help from so many of you, I believe we are moving ahead on issues such as recognizing and honoring the student voice in teaching and learning, building welcoming and inclusive classroom communities, and supporting student wellness. I have learned so much from you as we have pursued these goals together.

Life has not been easy recently, and I know that faculty, lecturers, and staff have sometimes struggled. But as I attend events like the Undergraduate Symposium, and as we prepare for Thank-an-Eagle, I am continually reminded about how extraordinary our instructors are, and how you make a difference in the lives of our students. Thank you for making me so proud of where I work, and what I do.

On behalf of myself and the FDC Staff – Alivia, Jessi, Trinity, Liv, and, of course, Eggbert – I wish you a fun, restful, and restorative summer.

Jeff

Congratulations!



We wish to send our deepest congratulations to our upcoming graduate, Jessi Kwek. Thank you for all the time and dedication you gave to the FDC. We are sad to see you go, but know you will do great things! You have accomplished so much here at EMU, and we are honored to have worked with you.