

FDC HAPPENINGS

April 3, 2023



Five individuals sit in an office space, three sitting at a table and two standing in front of a poster note covered board.

Call for Faculty Fellow for DEI

*When: Throughout the 2023-24 academic year
Application due: May 1, 2023*

The Bruce K. Nelson Faculty Development Center and the Chief Diversity Office 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. This work speaks directly to the university's [Strategic Plan](#) and its goal of helping Eastern Michigan University offer access and opportunity for excellence. The Fellow will receive one-quarter release per semester to perform these duties for the FDC. They will report directly to the Director of the Faculty Development Center and will also meet with the (I) Chief Diversity Officer twice over the course of the academic year. The Fellow will have access to small amounts of funding to help support their programming work. Please email Jeffrey Bernstein at jbernstei@emich.edu if you have any questions about this position, or to apply. Click [here](#) for more information.

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CAMPUS HIGHLIGHTS:

STUDENT-INSTRUCTOR PARTNERSHIPS IN CLINICAL EDUCATION

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The Faculty Development Center is proud to host our newest learning community, facilitated by Courtney Lewis, Associate Professor of Athletic Training, and Alivia English, Graduate Student in Speech-Language Pathology, with support from the College of Education (COE) and the College of Health and Human Services (CHHS).

**Sponsored
by the FDC,
COE & CHHS**



STUDENT-INSTRUCTOR
PARTNERSHIPS IN CLINICAL
EDUCATION

Student-Instructor Partnerships in Clinical Education Learning Community

*Click [here](#) to see the website

This learning community aims to bring students and educators together to explore opportunities for collaboration and partnership that improve belonging in clinical education.

This learning community will expand on the findings of our [Teaching and Learning Together](#) (TaLT) community and focus on identifying mechanisms for increasing belonging in clinical education with an emphasis on the areas of receptiveness, inclusion and exclusion, legitimization of the student role, recognition and appreciation, and challenge and support.

This learning community will meet once per month for roughly 90 minutes from September 2023 to April 2024. The sessions will involve both the clinical instructors and the students together. The day and time of the sessions are to be determined based on participants' availability indicated on the applications.

Check out the [annotated bibliography](#) to see relevant literature.

Click [here](#) to read a blog post expanding on this opportunity

Interested in applying?

Click [here](#) to see our call to clinical instructors

Click [here](#) for the application

*Applications are due by 11:59 PM on Friday, April 21

UPCOMING EVENTS

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



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Please join Ann Blakeslee, David Boeving, Kristine Gatchel, Michelle LeGault, and Brent Miller for two HyFlex wellness workshops in April. Workshop 1 will include self-care and autobiography, while workshop 2 will include meditation and journaling. These sessions are open to members of the EMU and Ypsi community. Click [here](#) to register for the first workshop and [here](#) to register for the second.

Wellness Workshops

Workshop 1: April 5 2:30 PM
Workshop 2: April 19, 2:30 PM
FDC or Zoom

Thank-an- Eagle

April 17 @ 3:30 PM
Student Center Room 310

Thank-An-Eagle is an opportunity to thank someone who has helped you during your time here at EMU. Please join us at our Thank-an-Eagle Celebration to honor all of our nominees. We look forward to seeing all of our nominees there! Check our [website](#) for more information.

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.

Fulbright Series

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

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 surrounding 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 your classroom.

May 23, 2023 @ 12-1 PM
Jun 19, 2023 @ 12-1 PM
Jul 17, 2023 @ 12-1 PM

Part I: Knowledge (Chapters 1 - 3)
Part II: Understanding (Chapters 4 - 6)
Part III: Inspiration (Chapters 7 - 9)

UPCOMING EVENTS

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SAVE THE DATE: New Beginnings Conference

August 24, 2023

Last year New Beginnings Conference brought lots of new ideas and inspiration for the school year. Please save the date and partake in these conversations with us again at this year's New Beginnings Conference. Visit our website over the summer for updates and more information.

Beginning in August, the Faculty Development Center will hold various programming for faculty members before the start of the year. We are looking for ideas/topics that faculty would like to see or think would be most beneficial. Please send over any ideas or thoughts you may have. We look forward to hearing from all of you!

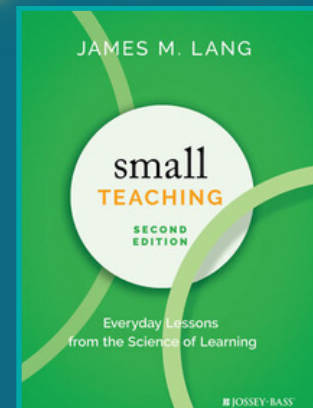
Call for Summer Programming

Email ideas to Jeffrey
Bernstein
jbernstei@emich.edu

Thank you to everyone that came and celebrated Opening Day with us! The food was good, the company was great, and the Mets won! Click [here](#) to check out the photos.

SPOTLIGHTS

This week's book spotlight is *Small Teaching* by James M. Lang. In this book, Lang makes the case for small teaching changes by introducing nine learning strategies that have been demonstrated as highly effective for college and secondary students in the research literature. Each chapter introduces one of those strategies with an engaging, personal narrative or example from the author's life or classroom. Click [here](#) to read the full spotlight or to see other books in our library. This book will be the focus of our [summer discussion series](#).



This week we are spotlighting Dr. Jonathan Skuza. In this spotlight Dr. Skuza shared his joy for teaching physics and who he thanks for helping him love physics to this day. He talks about his struggles with teaching, but also how rewarding it is to teach students at EMU because of their motivation to learn. To read the full story, click [here](#).

**Dr. Jonathan Skuza
Associate Professor
Physics and Astronomy**

SUPPORTING NEURODIVERGENT STUDENTS IN THE CLASSROOM

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Lake: My name is Lake Braendle and my research partner is Kaycee Johnson, and we're undergraduate students working for the University

Writing Center here on EMU's campus. When we decided to research ways to support neurodivergent students for our final Peer Tutoring project last semester, we had no idea just how much we would end up doing with that project.

Kaycee: We chose this topic for our research in order to provide the UWC with education and resources to use for years to come to make the consulting experience more inclusive to neurodivergent students. This is important to both of us because of past personal experiences in our education journeys, and during this whole process, it has exploded into a new world of experiences that affect us in the present and will continue to carry our education into the future. It has gone far beyond the Writing Center since we started, and we hope to spread what we've learned as far as possible.

Lake: I was diagnosed with ADHD at a young age. Because of that, I am now very good at coping with my ADHD, as I have had lots of time to experiment with what works for me, and by the time I got to college, I was pretty much an expert.

But not every neurodivergent person is as lucky as me. Most don't get a diagnosis until much later in life (especially if they were assigned female at birth), and even if they did manage to get a diagnosis they just get medicated and are not actually taught how to cope. Then, they get thrown into a college environment where suddenly it's up to them to do everything for the first time, and it's a lot harder than they thought it was going to be. I believe that everyone should have access to the resources and strategies that they need to succeed and that it shouldn't be entirely on students to find them. Beyond the fact

By Lake Braendle & Kaycee Johnson

that students are so incredibly busy these days, between classes, homework, and work, the students who need these resources are also going to be the ones who will have the hardest time finding them.

Consistent with the principles of Universal Design for Learning, these things can help all students, not just neurodivergent ones. Who hasn't gotten a bit bored in a lecture, spaced out, and missed content? Well, maybe having a fidget toy would have helped, or if spacing out is inevitable no matter what, maybe having access to the professor's slides on canvas could help a student fill in what they missed. And if EMU as a community were to teach its students not to be afraid or confused by neurodiversity but to instead seek out information and embrace people who think and learn differently, then these students will raise a generation of children who learn this from their parents, and who are able to get access to things like a diagnosis or accommodations more easily.

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!

Kaycee: I have had a unique experience with neurodiversity. I haven't personally been diagnosed with anything (although I suspect I might have ADHD inattentive). However, I have spent my

entire life learning about neurodiversity from the perspectives of educators. My parents are both teachers, and their staffs over the years definitely helped raise me. I would learn from my role models about behavior differences between students, and how differences related to neurodiversity affected the classroom environment and individual learning. I had the privilege of being able to ask any question about those differences whenever I wanted, and to get an educated response.

As Lake and I did our research, I interviewed my old teachers and got the sense that the education system is generally ignorant of the needs of neurodivergent students. All my life I have heard discussion on what needs to be done for different students' success, and how the limitations of the education system create barriers to that success. My eighth grade English teacher said something that really stuck with me: "Classroom settings are built for neurotypical brains". Classroom environments can hinder students' ability to focus, stay engaged, and perform, especially neurodivergent students.

But classroom environments can also help them thrive. The first step for instructors seeking to run a supportive classroom for neurodivergent students is to learn. A little bit of research can go a long way. Learning what the different neurodivergent conditions are and what people with them might struggle with opens up the opportunity to learn about your own students and classmates. Once you are familiar with the information, you can use some of that knowledge to improve classroom functioning. Finding or coming up with solutions (and this is simpler than you might think) and presenting them to the class, trying them out, might help those students finally click with you, and might level the playing field between neurotypical and neurodivergent learning experiences. It might make learning easier and more enjoyable for everyone!

Whatever the reason, every struggling student deserves a chance to succeed, and we believe that putting measures into place to help neurodivergent students will ultimately help far more people than just those with a diagnosed neurodivergence. We encourage you to consult the Faculty Development Center's [Resource Page for Working with Neurodivergent Students](#), to speak with other experts on and off campus, and to feel free to contact us to hear more about our perspectives on the topic. Thank you for all you can do to support this population of EMU students!



About the Authors

Lake Braendle is a Women's and Gender Studies Major who hopes to become a professor. They were also diagnosed with

ADHD in the 1st grade and spent most of primary and secondary school teaching themselves how to learn as a neurodivergent person. Now they want to make sure other neurodivergent students don't have to do the same. They can be reached at ebraendl@emich.edu.



Kaycee Johnson is double majoring in Psychology and English. Her parents are teachers who have worked with neurodivergent students, which inspired her to work with that population.

She has developed an interest in a career in mental health counseling, which will deal with people with many forms of neurodivergence. She can be reached at kjohn260@emich.edu.