

Faculty Development Institute (FDI) Orientations

12:00-1:30 p.m.

Learning Studio, 200A Elliott Hall

Lunch provided.

FDIs are year-long programs involving a cohort of faculty who meet each month in the fall to learn about the topic, and then receive guidance and support during the winter months to develop and implement ideas into their courses. Join us for an orientation session to learn more about an FDI. You will have the opportunity to sign up to join the year-long group after orientation. FDI sessions will be arranged based on participants' availability once all participants have joined the FDI.

Register for each orientation by visiting oakland.edu/cetl/faculty-development

Mentoring for Emerging Faculty

Judy Ableser, CETL Director
Tuesday, Sept. 12 12-1:30 p.m.

In this year-long FDI, participants will:

- Learn how this mentoring group can help support teaching and acclimation into campus life as an academic
- Begin to form professional and social networks and connections with other faculty who are also new/nearly new to teaching at a university
- Learn how these sessions can provide an opportunity to extend, practice, reflect and reinforce skills and knowledge that are introduced during the "Nuts and Bolts of Teaching" workshops

Identity, Authority, and Empowerment in the Classroom

Joanne Lipson Freed, CETL Faculty Fellow
Wednesday, Sept. 13 12-1:30 p.m.

In this year-long FDI, participants will:

- Explore how faculty members' social identities affect their teaching practices and the ways they are perceived by students
- Identify the ways that students' identities might marginalize or disadvantage them in the classroom
- Study, develop and reflect on concrete strategies to help faculty succeed and empower all students to learn

Active Learning Techniques in Large Lecture Classes

Thomas Raffel, CETL Faculty Fellow
Thursday, Sept. 14 12-1:30 p.m.

This year-long FDI will focus on:

- Demonstrations of active learning techniques for large size classes to enhance student success
- Opportunities and challenges of implementing active learning
- Best evidence-based practices for active learning including backwards design, learning outcomes, assessment and universal design for learning
- Designing, implementing and receiving feedback on active learning for your own classrooms