Equity Within the Classroom Conference

University of Michigan
March 31 – April 1, 2014
http://www.equityconference.com/

We are pleased to announce the following conference, cosponsored by a consortium of Michigan institutions and organizations. Next year, the 25th annual conference will be hosted by Grand Valley State University. This conversation around access, engagement and achievement is an important one for our state, our institution, and our students.

We will be sponsoring 10 faculty to attend the conference. Registration costs will be covered and $100 towards travel/hotel will be awarded. Please email us at ftlc@gvsu.edu to reserve your spot and learn more about the details of sponsorship.

The Equity Within the Classroom Conference is a statewide event hosted annually as a collaborative effort between the State of Michigan’s King Chavez Parks (KCP) Initiative and Michigan colleges and universities. The Equity Conference provides an annual forum for higher education and K-12 constituencies to come together to share best practices, data and research findings and strategies developed by KCP Initiative programs designed to improve the educational experiences and/or outcomes for academically and economically disadvantaged students.

The 2014 conference theme is: Re-envisioning the Pipeline: Access,
Engagement and Achievement. Focus areas include:

- Strategies to foster deep and meaningful collaboration and/or partnerships between various communities both internal and external to higher education
- Exemplary collaborative programs or partnerships with institutions of higher education, K-12 schools, parents and/or community agencies that have increased the enrollment, retention and/or graduation of students from academically and economically disadvantaged populations
- Action-oriented or applied research and assessment on achieving parity in enrollment, retention, and graduation for academically and economically disadvantaged students in K-12 and higher education
- Best practices and/or evidence-based models or frameworks that focus on improving K-12 and/or higher education to increase the access and success of underrepresented students

Theory to Practice: Using Ecology Theory in Learning and Student Development

Kristen Renn, Michigan State University  
Winter 2014 Academic Advising Forum  
Thursday, January 30, 2 – 4pm  
Grand River Room, 2250 Kirkhof Center  
Register for this event online at [http://www.gvsu.edu/seminar/](http://www.gvsu.edu/seminar/).

Dr. Kristen Renn is professor of Higher, Adult, & Lifelong Education (HALE) in the Department of Educational Administration at Michigan State University. Since August 2013, she is also Associate Dean of Undergraduate Studies and Director for Student Success Initiatives, providing leadership for MSU’s Neighborhood Engagement Center initiative. She is a faculty member in the Student Affairs Administration MA program and teaches courses related to student development, diversity and equity, and higher education foundations in the HALE PhD program and HALE MA program. Prior to coming to MSU, she was assistant professor of higher education and qualitative research at Southern Illinois University Carbondale, a policy analyst for the Massachusetts Board of Higher Education, and, for ten years, a dean in the Office of Student Life at Brown University. A Mount Holyoke College alumna, she received her PhD in Higher Education from Boston College.

Dr. Renn’s research interests include identity and identity development in higher education; mixed race college students; women in higher education in the US and global contexts; new professionals in student affairs; and lesbian, gay, bisexual, and transgender issues in higher education. She received an MSU College of Education Excellence in Teaching Award. A grant from the Spencer Foundation supported her international study of women’s
Due February 1
FTLC offers an outstanding array of grants for faculty to engage in various teaching-related activities.

Welcome Barb Blankemeier
We are joined by a new FTLC Assistant: Barb Blankemeier. She will manage the department and grants budgets and maintain databases related to center activities, grants, and teaching awards. Barb will assist the Associate Director in guiding faculty through the grant application and reimbursement processes.

Save the date!
On Wednesday March 19, 2014, Grand Valley will host its 13th annual Teaching & Learning with Technology Symposium.

University Undergraduate Mentoring Guidelines Announcement
Involvement in research or creative activity can be among the most significant experiences in an undergraduate student’s academic career. Collaboration between mentor and student is central to the success of this endeavor. To provide guidance to those who are, or would like to be, involved with mentoring, the Undergraduate Research Council and the Faculty Teaching and Learning Center provide the following guidelines to help students and faculty understand the expectations of effective mentoring at GVSU. Click here to read the guidelines.

Writing Center Initiatives
The Fred Meijer Center for Writing and Michigan Authors offers a variety of writing support for GVSU faculty. If you are working on an academic article, grant, or proposal, we staff a professional consultant who will provide feedback on drafts and meet with you to discuss revisions. Also, at the Allendale and Downtown campuses, the writing center hosts Faculty Fridays, where faculty are given a quiet location and resources to work on their own projects. Additionally, there are week-long writing retreats in the summer (April 28-May 2 & August 4-8) where faculty can make significant progress over 5 days. For additional information on support for faculty or students or to sign up for a writing retreat, please contact the writing center (331-2922).
Faculty Responses to Recent Bias Incidents

We in the Pew FTLC have received numerous inquiries from faculty about ways in which to respond to recent campus bias incidents. While we encourage you to attend the upcoming Teach-in sessions organized by ECS, we thought it would be helpful to provide a few ideas in this mailing.

Realizing that not everyone is comfortable discussing bias incidents - whether they occur in the classroom, on campus, or outside of the campus community - we encourage you to consider the following approaches with your students. Naturally, there is no one right way to respond, so we offer the following as food for thought and look forward to continued dialogue and collaborative learning:

To begin, acknowledge that you are aware of the recent bias incident and affirm your commitment to providing a learning environment where hateful, threatening behavior is not tolerated. Even without opening up a larger class discussion, a statement from the heart can go a long way. You may wish to reference public statements made by Dean of Students Bart Merkle, that include: “This is not the way we want to have anybody in our community treated. Our community values respect and civility.” “We care very deeply about our students. Intimidation is not consistent with our values as a university community.” and “We value freedom of speech, and this is an incident that goes beyond the speech into intimidation and into targeting and threats.”

1. If you are comfortable doing so, engage in a general and open discussion with your students about their reactions. A more focused discussion on what this event says/means about their
Contact Lisa Gullo if interested.

Register for an Event

Save the Date - Personnel Portfolio Workshops
These workshops are for faculty who are preparing for pre-tenure, tenure or promotion reviews. Working closely with faculty mentors, participants will compose their Integrative/Reflective Statement and prepare other supporting materials for the portfolio, in accordance with their college and unit personnel policies. Workshop mentors recommend that participants do not teach at the same time that they participate in this workshop. Participants usually devote at least 12-15 hours during the week to work on their portfolios. Register at http://www.gvsu.edu/seminar/SynergyWorks/2014

Daniel Hall
Vice President for Community Engagement at the University of Louisville
March 14, 8 - 11:30am
215 Eberhard Center

The Office for Community Engagement invites you to explore next steps for our university/community partnerships. Daniel Hall, Vice President for Community Engagement at the University of Louisville, will describe UofL’s Signature Partnership, a university-wide initiative with West Louisville. Interactive workshops will feature University community might also be appropriate.

2. Explore with your students relevant university practices (Bias Incident Protocol) and curricular requirements (General Education Program U.S. Diversity courses) or other education opportunities that could help students overall improve their cultural competence.

3. Encourage students to come speak with you one-on-one after class or during office hours.

4. Engage with some of the many support personnel at GVSU that stand at the ready to help you: the Office of Multicultural Affairs, the Division of Inclusion & Equity, the LGBT Resource Center, the Women’s Center, the Pew FTLC, to name a few. From a phone conversation, a meeting over a cup of coffee, a facilitated discussion with faculty in your unit, or a classroom visit, there are knowledgable, helpful resources close at hand.

5. Consider adding a statement to future syllabi that affirms your commitment to creating an inclusive learning environment. Or, consider expressing to your students incidents of bias – intentional and unintentional actions against someone on the basis of an actual or perceived aspect of their identity – will not be tolerated in the classroom.

6. Do a bit of reading. Here are just a few sites that contain helpful suggestions for responding to unanticipated teaching moments and for creating inclusive classrooms.

Managing Hot Moments in the Classroom
http://isites.harvard.edu/fs/html/icb.topic58474/hotmoments.html

Creating Inclusive Classrooms
http://www.humboldt.edu/diversity/inclusive_classrooms.html

Diversity Essay Series, University of Colorado
http://www.colorado.edu/ftep/publications/diversity.html

Diversity & Inclusive Teaching
http://cft.vanderbilt.edu/guides-sub-pages/diversity/

An article in this week’s New York Times that provides a perfectly timed context for a class discussion

Please do not hesitate to contact us at the Pew FTLC with additional thoughts, strategies, or suggestions.

-Christine Rener, Director

Pew Awards of Excellence
We celebrate these faculty members for their outstanding commitment to excellence in teaching.

UNIVERSITY OUTSTANDING TEACHING AWARD
Brad Ambrose

PEW TEACHING EXCELLENCE AWARDS
Terry Stockton
Mandy Menke
Tim Evans
strategies for collaborating across disciplines, systems, and sectors. Faculty who are considering a service learning project, or who wish to expand/improve their current efforts are welcome to come learn more from the Louisville Partnership model, or take part in workshops led by GVSU faculty. To register for SynergyWorks, click here. For event details, click here.

Save the Date—
How to Retire Happy and Informed
April 10, 2014
12:00 p.m.
Bicycle Factory, Rm 340

As you think ahead to the years of retirement, the door closes on one stage of your life and a new door opens up to a sea of opportunities for you to consider. Plan your new beginning by being well informed. Please join us as we help you to explore your options with regard to social security, GVSU medical plan options and financial planning. All are welcome, including partners and family.

Teaching as a Human Experience: An Anthology of Contemporary Poems
We invite submissions of high quality poems and creative works for Volume One entitled, Teaching as a Human Experience: An Anthology of Contemporary Poems. We are interested in poems by teachers (e.g., professors, instructors, lecturers, faculty) as well as other practitioners in the field of teaching and learning.

An edited anthology

Ayana Weekley
PEW TEACHING EXCELLENCE AWARD FOR PART-TIME FACULTY

Steven Hawks
BURCH, JACOBS, & MOORE DIVERSITY TEACHING EXCELLENCE AWARD

Rachel Peterson
PEW EXCELLENCE AWARD FOR LIBRARY FACULTY

Matthew Reidsma

Facility Fulbright Information Session and Reception
Mark Schaub, Padnos International Center
Friday, March 14, UClub, DEV
1:00 - 2:30 pm, Presentation and Questions/Answers
2:30 - 3:30 pm, Reception to meet with previous Fulbright Scholars

Looking for a way to re-energize your academic career? Eligible to apply for a sabbatical in 2015-16 or beyond? Sign up for the Faculty Fulbright Workshop on Friday, March 14. Dr. Andrew Reiss, of the CIES Fulbright Office in Washington, D.C. will be here to present on Fulbright opportunities and answer your questions.

The workshop will be followed immediately by a reception with previous GVSU Fulbright Scholars, who will be available to talk with you about their own successful applications.

Register at www.gvsu.edu/seminar under teaching and learning.

The Annual Teaching & Learning with Technology Symposium

GVSU will host the Annual Teaching & Learning with Technology Symposium on March 19. Please stop by to enjoy the festivities, catch up with colleagues, and perhaps pick up a tip or two. It might even thaw you out a bit!

This year the Symposium is on the Allendale campus, in the Mary Idema Pew Library and Learning Commons. It’s a great space to consider new approaches for teaching and learning and preparing for our future students (as well as our current ones!) Please add to your calendar:

Wednesday, March 19, 2014
Opening address: 1:00 pm
GVSU’s New Music Ensemble follows with a performance
Faculty e-posters until 4:00 pm.

Adding Value & Reducing Cost in Higher Education with Open Education Resources

Sarah Beaubien, University Libraries
Volume one of the anthology series, Contemporary Teaching and Learning Poetry Series, Patrick Blessinger, series editor.

The poems in this collection will deal with the real life-worlds of professors, instructors, and others working in education and it will cover contemporary teaching experiences in education. The poems will be written mainly by college and university professors, instructors, lecturers, and others in the field of education, and will cover the many roles teachers play, including instructing, lecturing, mentoring, facilitating, coaching, guiding, and leading. This volume will cover the manifold life experiences and perspectives of being and working as a teacher in education and the epiphanies (experiences of deep realization) experienced in that role.

This volume seeks to give creative voice to the full range of experiences by teachers, students, and others. It seeks to empower readers with personal agency as they evolve as self-creating, self-determining authors of their own lives, personally and professionally. In short, it seeks to expand our consciousness of what it means to be a teacher in contemporary life and within diverse learning environments and cultures. The poems will be based on teachers’ meaningful experiences in and out of class, and in the broader context of their lives.

Charlie Lowe, Writing
Monday March 31, 3-4pm, 302E DEV
Tuesday April 1, 1-3pm, KC 2201

Students, parents, faculty, and administrators are painfully aware of the high cost of traditional textbooks. Faculty are also aware that commercial teaching resources may be unnecessarily restrictive from a pedagogical point of view. As educators, there are many compelling reasons to participate in the use and development of open education resources (OER). Open education resources provide a cost-free alternative to traditional textbooks and facilitate important pedagogical opportunities. Faculty using OER in their teaching may select, combine, and even adapt the content to develop the most effective course materials. While OER can offer increased freedom for faculty and cost savings for students, there are challenges in using or developing open educational resources. This workshop will discuss some of the benefits of OER to faculty and students, examples of how OER is being used, and suggest strategies for overcoming challenges.

Contemplative Teaching Retreat
Wednesday - Thursday - Friday, June 4 - 6
Pierce Cedar Creek Institute, Hastings, Michigan

Please join us for a retreat for Grand Valley State University and Ferris State University at the beautiful Pierce Cedar Creek Institute in Hastings, Michigan. The Institute offers a “breath of fresh air from the standard meeting place” and is situated on over 600 acres of forests, streams, lakes, and more in southwest Michigan. This retreat affords us a spacious opportunity to further develop our contemplative practices and identify ways to integrate them into our teaching and learning. Transportation costs, lodging in single rooms, and six shared meals are provided by GVSU’s Pew Faculty Teaching and Learning Center and FSU’s Faculty Center for Teaching and Learning. The retreat begins at 4pm on Wednesday, June 4th and concludes after lunch (approx. 1pm) on Friday, June 6th. The retreat is limited to 20 participants. Please RSVP and direct questions to ftlc@gvsu.edu or fctl@ferris.edu.

Article Discussions: A Fresh Look at Teaching

Join us for a conversation around a scholarly article on teaching and learning. In the Fresh Look series, recent pieces published on specific topics will be reviewed and discussed. Particularly if you are teaching in the General Education Program, these learning goals will be relevant to your courses. Those not currently teaching a general education course are of course invited to participate. Registrants will receive a copy of the article in advance of the session. If you are interested in receiving resources on these topics but are unable to attend, please contact Christine Rener (renerc@gvsu.edu).

A Fresh Look at Teaching: INTEGRATION
Tuesday, March 11, 10-11am, 167 LOH
Wednesday, March 12, 12-1pm, 117E DEV
Helping students synthesize and apply existing knowledge, past
the classroom and will provide artistic inspiration and creative insight to other teachers.

Submission Deadline: June 20, 2014
Submissions should be submitted electronically to: https://www.hetl.org/poem-submission-form/

Assignments and activities that encourage critical reflection, ask student to teach one another, and apply theory to practice in a variety of settings all help development integrative habits of mind.

A Fresh Look at Teaching: PROBLEM SOLVING

Wednesday, March 12, 10-11am, 167 LOH
Thursday, March 13, 3-4pm, 119E DEV
Helping students to develop their abilities to define and solve problems by seeking and identifying relevant contextual information, formulating strategies, and proposing and evaluating potential solutions. Articulating a framework for problem solving is different than a formula driven approach. Having students make visible their thinking during the problem solving process is an important pedagogical approach.

A Fresh Look at Teaching: COLLABORATION

Wednesday, March 19, 11am-12pm, 117E DEV
Tuesday, March 18, 11:30a - 1pm, 167 LOH
Helping students work together, sharing the workload to progress toward shared objectives. Whether students are working together inside or outside of class, attention should be paid to helping them balance individual and group accountability, manage conflict, assess their own progress and fairly evaluate their peers. Consider spending time at the start of the semester to explore shared expectations of collaborative assignments. As with the other skills goals, critical reflection at mid-semester and the end of the semester serves an important role.

A Fresh Look at Teaching: CRITICAL & CREATIVE THINKING

Thursday, March 20, 12-1pm, 167 LOH
Friday, March 21, 10-11am, 117E DEV
Helping students develop new ways of thinking and to use systematic reasoning to examine and evaluate ideas. Assessing the ways in which students approach and dissect arguments can be challenging. Encouraging the use of imagination and originality in coursework often requires innovative teaching strategies.

A Fresh Look at Teaching: QUANTITATIVE LITERACY

Tuesday, March 25, 12-1pm, 167 LOH
Wednesday, March 26, 3-4pm, 117E DEV
A competency and comfort in working with numbers. Understanding, creating, and communicating arguments supported by quantitative evidence are skills relevant to disciplines well beyond science and mathematics. Consider incorporating even small tasks requiring quantitative literacy into your courses. Repetition, practice and experiences in different settings all help reinforce the skill of quantitative literacy.

A Fresh Look at Teaching: ETHICAL REASONING

Thursday, March 27, 1-2pm, 167 LOH
Friday, March 28, 1-2pm, 117E DEV
Helping students recognize ethical issues in a variety of settings and contexts, identify different systems of ethical reasoning, and assessing the consequences of those choices. Using the content of your course as a springboard for ethical reasoning, case studies provide an excellent way for students to recognize and examine
competing perspectives, interests, and principles.

A Fresh Look at Teaching: ORAL COMMUNICATION
Friday, April 4, 9-10am, 167 LOH
Wednesday, April 2, 10-11am, 117E DEV
Helping students effectively communicate verbally with a public audience. Supporting appropriate advanced preparation and providing opportunities for practice and revision are critical aspects to teaching oral communication. Articulating expectations can be accomplished via class discussions, rubrics, video analysis, and peer review.

A Fresh Look at Teaching: INFORMATION LITERACY
Tuesday, April 8, 1-2pm, 167 LOH
Thursday, April 10, 10-11am, 117E DEV
Helping students locate, evaluate and use multiple forms of information. Despite the vast amount of information available, locating desired information efficiently, thinking critically about resources, and using information ethically are skills to be developed. A variety of web-based activities can be incorporated into any class to help development information literacy competencies.
2nd GVSU Big Data Conference
Call for Participation

Friday, April 25, Russel H. Kirkhof Center,
For more information, go to www.gvsu.edu/bigdata

“Big Data” refers to the sharp increase of the size, arrival rate and complexity of data that is being generated and collected by business, government, non-profits and other organizations.

The purpose of the conference is to bring together faculty and staff interested in data analysis and visualization – research, teaching, curriculum, administration, etc. The conference will include talks and other presentations by GVSU faculty/staff, industry representatives, and faculty from other schools.

At this time, we are seeking speakers for the conference. Please consider these formats for presentations and discussions:

- Talks and tutorials (15-20 minutes)
- Poster session
- “Lightning Round” of short 3-minute presentations of research- or curriculum-in-process
- “Birds of a Feather” sessions to discuss a topic

Please e-mail Ed Aboufadel if you would like to present, or if you have a suggestion for a discussion topic for the “Birds of a Feather” session. Deadline extended to Friday, March 28.

Regional Faculty Development Summit
Effective May 27th, our new home will be in the renovated Zumberge Hall.

IDeL Workshops for Spring 2104
For the April - May instructional technology session schedule, visit the IDeL website.

Commencement Ceremonies
Saturday, April 26, 2014
10:00 a.m./3:00 p.m.
Van Andel Arena,
Downtown Grand Rapids

2014 Great Lakes Conference on Teaching & Learning
2014 Conference Theme: Outside the Lines: Inspiring through Creativity and Innovation

The Conference will begin on the evening of Wednesday, May 14 and run through lunch on Friday, May 16, 2014 at the Education and Human Services building on Central Michigan University’s campus in Mt. Pleasant, Michigan. For details go to Great Lakes Conference on Teaching and Learning

May 19-20
Kellogg Hotel and Conference Center, East Lansing, Michigan
www.gvsu.edu/ftlc/facdevsummit

We invite faculty development professionals to a special summit to: share best practices, make progress on significant work, and broaden our network of collaboration and support. The Regional Faculty Development Summit is designed for anyone involved in professional development of faculty.

The Summit will also offer a refreshing break from the typical conference format by creating time and space for participants to plan and facilitate just-in-time roundtable discussions and working sessions, thereby utilizing the faculty development expertise found within our regions.

The Regional Faculty Development Summit utilizes a break-even financial model for costs associated with the conference center room rentals and food. Registration costs are: Students: $85, Faculty and staff: $135, Institutional Teams of 4 or more faculty, staff, and/or students: 20% reduction in overall cost. Registration deadline: Monday, May 5, 2014. Lodging is available at the Kellogg Hotel and Conference Center for the night of Monday, May 19, at a rate of $95 (plus taxes).

Personnel Portfolio Workshops
June 2-6, L. William Siedman Center
June 23-27, Russel H. Kirkhof Center

These workshops are for faculty who are preparing for pre-tenure, tenure, or promotion reviews. Working closely with faculty mentors, participants will compose their Integrative/Reflective Statement and prepare other supporting materials for the portfolio, in accordance with their college and unit personnel policies. Workshop mentors recommend that participants do not teach at the same time that they participate in this workshop. Participants usually devote at least 15-18 hours during the week to work on their portfolios. Register at http://www.gvsu.edu/seminar/ under teaching and learning.

Veterans Network (VET NET) Ally Training
Steven Lipnicki, Assistant Dean of Students
Simeon Switzer, Veterans Network Graduate Assistant
Monday, April 8, 2 - 3:30pm, 2266 Russel H. Kirkhof Center
Friday, April 18, 2 - 3:30pm, 117E Richard M. DeVos Center

The VET NET Ally program is a faculty and staff training program designed to:
1. Educate members of the university community.
2. Foster a supportive campus environment.
3. Establish a network of visible allies for current and former members of the US Armed Forces.
Register at: http://gvsu.edu/seminar/ under “Academic Advising Professional Development Committee”
How to Retire Happy and Informed

Thursday, April 10, 3-5pm
Bicycle Factory, Rm 340

As you think ahead to the years of retirement, the door closes on one stage of your life and a new door opens up to a sea of opportunities for you to consider. Plan your new beginning by being well informed. Please join us as we help you to explore your options with regard to social security, GVSU medical plan options and financial planning. All are welcome, including partners and family. Please register at www.gvsu.edu/seminar under HR-Worklife.

Contemplative Teaching Retreat

Offered by GVSU’s Pew Faculty Teaching and Learning Center and Ferris State University Faculty Center for Teaching and Learning

Wednesday - Friday, June 4-6

Please join us for the Contemplative Teaching Retreat at the beautiful Pierce Cedar Creek Institute in Hastings, Michigan. This retreat affords us a spacious opportunity to further develop our contemplative practices and identify ways to integrate them into our teaching and learning. The retreat is limited to 20 participants. Please RSVP and direct questions to ftlc@gvsu.edu.
Pew FTLC moves to James H. Zumberge Hall

On May 27, the Pew FTLC moves to our new home. We invite you to visit us on Tuesday August 19 during The Faculty and Staff Welcome Back Picnic to be held on the Great Lakes Plaza in front of Zumberge Hall from 5 to 8 pm.

Spring/Summer MITs and Consultations

Gathering mid-semester feedback from students is a teaching best practice. In addition to in-class free writes and anonymous Blackboard surveys, another method to consider is a Mid-Semester Interview about Teaching (MIT) wherein a staff member from FTLC conducts an interview with your students. Student and faculty response to the MIT experience has been phenomenal, a result well supported by the literature. We are available to visit spring and summer courses. Please visit the MIT website for additional details and a link to an online request form.

Week-Long Faculty/Staff Writing Retreats

Fred Meijer Center for Writing and Michigan Authors, 120 LOH April 28-May 2, and August 4-8

Are you working on a dissertation, book manuscript, article, grant application, or other writing project that would benefit from a quiet space in which to write, the support of colleagues who are also writing, and feedback to your work? Register for one of the
Faculty/Staff Writing Retreats sponsored by the Fred Meijer Center for Writing! For details and registration go to the Writing Center website.

**Pew FTLC Personnel Portfolio Workshops**

**Monday - Friday, June 2 - 6, 3001 SCB or**
**Monday - Friday, June 23 - 27, 2263 KC**

These two workshops are for faculty who are preparing for pre-tenure and tenure reviews, or for promotion. Working closely with tenured faculty mentors, participants will compose their Integrative/Reflective Statement and prepare other supporting materials for the portfolio in accordance with their college and unit personnel policies. Workshop mentors recommend that participants do not teach at the same time that they are participating in this workshop. Participants usually devote at least 15-18 hours during the week to work on their portfolios. To register go to [http://www.gvsu.edu/seminar/](http://www.gvsu.edu/seminar/).

**Looking Forward to August**

**Faculty/Staff Writing Retreat**

*Monday - Friday, August 4 - 8*

**Fred Meijer Center for Writing and Michigan Authors**

Are you working on a dissertation, book manuscript, article, grant application, or other writing project that would benefit from a quiet space in which to write? Details are on the Writing Center website.

**New Faculty Institute**

*Thursday, August 7, 9am - 3pm*

**215 Eberhard Center**

This workshop is designed to introduce useful pedagogical strategies to help all new tenure-track, affiliate, and visiting faculty get off to a great start in the classroom.

**New Faculty Orientation**

*Wednesday, August 13, 8am - 4:15pm, Allendale and Thursday, August 14, 8am - 3 pm, Grand Rapids*

All NEW Tenure-track, Visiting, and Affiliate Faculty are expected to attend both sessions.

**New Part-time Faculty Orientation**

*Wednesday, August 13, 8am - 4:15pm, Allendale*

This orientation provides an introduction to GVSU, helpful guidance in planning courses, and an introduction to technology and library resources for part-time faculty.

**Part-time Academy and Welcome Reception**

*Friday, August 15, 119E DEV, 1 - 4:30pm, Reception, 4:30 - 6pm, U Club*

Join us for this workshop organized and presented by part-time faculty, for new and returning part-time faculty. We invite you to stay for a welcome back reception.

**Pew FTLC and James H. Zumberge Hall Open House and the Dedication of the Marilyn Zumberge Garden**

*Tuesday, August 19, 5 - 8pm*
Fall Teaching Conference
*Wednesday, August 20, 215 Eberhard Center*
Please join us for this important conversation and to reconnect with your colleagues around teaching and learning.

Fall Convocation and Campus Wide Picnic
*Friday, August 22, 11:30am, Field House*

Classes Begin
*Monday, August 25*