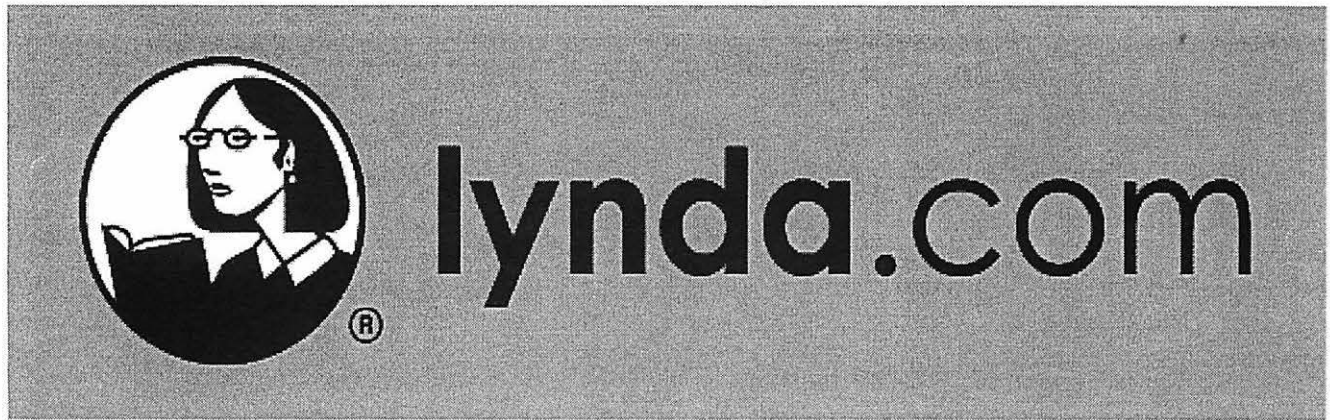


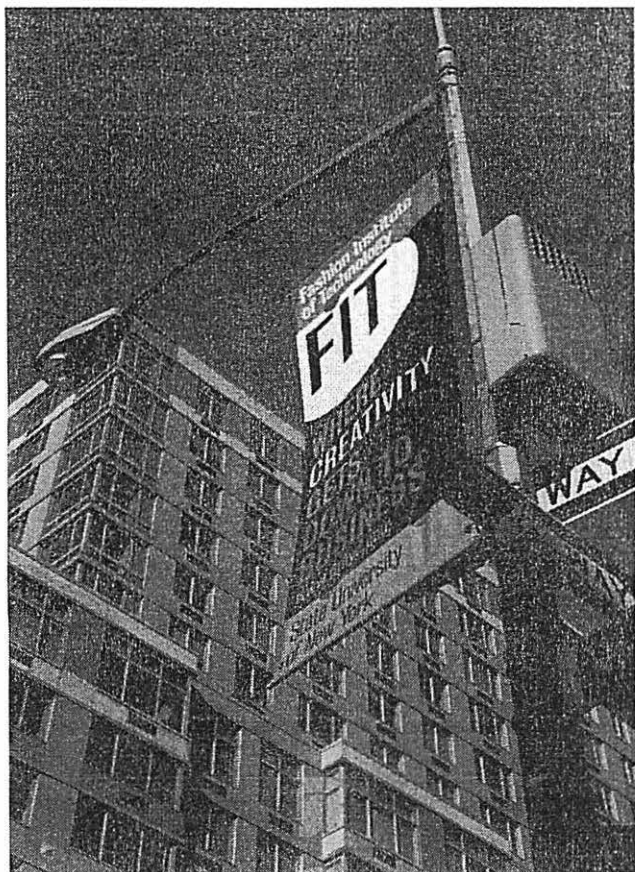
Special Event



Please join **Jennifer Jortiner**, company representative, for this introduction to the world of Lynda.com. This demonstration will show you how to play, pause and rewind tutorials while learning at your own pace; watch one tutorial at a time or a whole course. Come learn about software from Adobe, Apple, Microsoft and more. This overview is for beginners to experts.

Thursday August 23, 2012, 11:00 AM – 12:00 PM, Location: A803

F2F



It's Your First Day of Class!

Join **Elaine Maldonado**, and **Jeffrey Riman**, CET, and experienced colleagues, **Anna Blume**, History of Art, **Sandra Krasovec**, Packaging Design, and **Shireen Musa**, International Trade and Marketing, to discuss classroom strategies that will get the semester off to a good start! Explore effective teaching pedagogies, syllabus ideas, first-day ice-breakers, and participate in conversation designed to foster innovation, creativity and excitement in teaching and learning.

It's Your First Day of Class is a "must" for new and returning faculty.

Light Refreshments will be provided. Please RSVP to celia_baez@fitnyc.edu.

Thursday August 23, 2012, 2:30–4:30 PM, Location: TBA

A Faculty Development Activity Sponsored by CET

FIT Fashion Institute of Technology
Center for Excellence in Teaching

101 Ideas for a Great Start

Adapted from "101 Things" by Joyce T. Povlacs, Teaching and Learning Center, University of Nebraska-Lincoln
by Susan Yager, Associate Director, Center for Excellence in Learning and Teaching, Iowa State University
January 2004

Whether we teach large introductory courses for first-year students or advanced courses for majors, it makes sense to start the semester off as strongly as we are able. Enthusiasm for our work and dedication to student learning can make a big difference in how students respond to, and later evaluate, their courses and instructors.

The following list of "101 Ideas" is offered in the spirit of starting off well. No one will be able to use every idea, but some of these may offer fresh ways of creating a positive learning environment in class. Even if the syllabus is printed and notes are ready to go, we can make adjustments in teaching methods as the course unfolds and the characteristics of our students become known.

These suggestions have been gathered from books available in the CELT Library; from professors at the University of Nebraska-Lincoln, Iowa State University, Indiana University-Purdue University, Indianapolis, and other institutions; and from the CELT staff. They are offered to help you:

- create a welcoming atmosphere for students;
- set a positive tone for learning;
- engage the students actively;
- provide support for students, and show them where they can find support;
- encourage students to keep up and do well; and
- use your time efficiently and effectively.

Which of these ideas will be helpful in your teaching?

Create a welcoming atmosphere

1. Come a few minutes early and engage students in conversation.
2. Greet students at the door when they enter the classroom.
3. Start your classes on time.
4. Introduce yourself and your teaching assistants by slide, short presentation, or self-introduction.
5. Hand out and discuss an informative, detailed, and user-friendly syllabus.
6. Provide supplemental study aids: on library use, study tips, supplemental readings and exercises. Or, post these on the course website using WebCT.
7. Announce your office hours (and hold them without fail).
8. Think about holding an "out of office" office hour in the Memorial Union or other student-friendly location.
9. Seek out a different student each day and get to know something about him or her.
10. Share your philosophy of teaching with your students.
11. Let your students see the enthusiasm you have for your subject and your love of learning.
12. Make an effort to learn at least a few of the students' names each day (see #95 for hints on how to efficiently do this!).
13. Find out about students' jobs: if they are working, how many hours a week, and what kinds of jobs they hold.
14. Find out more about your students by having them provide information on an index card. (Where are they from? Do they have a second major or declared minor?)
15. Conduct a "living" demographic survey by having students move to different parts of the classroom: size of high school, rural vs. urban, consumer preferences.
16. Encourage your students to find a "buddy" with whom they can exchange e-mail addresses and keep in touch about assignments and coursework.
17. Form small groups for getting acquainted; mix and form new groups several times.
18. Arrange helping trios of students to assist each other in learning.
19. Encourage students to form study groups to operate outside the classroom.
20. Visit the [CELT website](#) for examples of ways to welcome students and establish ground rules.

Set a positive tone

21. Include content, not just syllabus and "housekeeping" details, from the very first day of class.
22. Take attendance via roll call, clipboard, sign-in sheet, seating chart.
23. Explain why this course is necessary, important, exciting; tell about your current research interests and how you got there.
24. Have students write out their own expectations for the course and goals for learning.
25. Put in writing a limited number of ground rules regarding absences, late work, testing procedures, grading, and expected behavior (for example, eating, drinking, cell phone disturbances) and maintain them.
26. Give an assignment on the first day to be collected at the next meeting.
27. Start laboratory experiments or other exercises the first time lab meets.
28. Call attention (written and oral) to what makes good lab practice: completing work to be done, procedures, equipment, clean up, maintenance, safety, conservation of supplies, full use of lab time.
29. Tell students how much time they will need to study for the course.
30. Explain how to study for the kind of assessments you give, and how what the expectations are for grading.
31. Make sample test questions and answers available.

Encourage active learning

32. Move around the room to engage students and to discourage behavior such as chatting or newspaper-reading (use a lapel microphone if necessary).
33. Make eye contact with students. Choose a student, preferably by name, and alert him or her to be ready to answer the next question.
34. Start a lecture with a puzzle, question, paradox, picture, or cartoon on slide or transparency to focus on the day's topic. Use multiple media during the class: overhead, videotape, audiotape, models, and/or sample material.
35. Stage a figurative "coffee break" about twenty minutes into the period: tell a story, invite students to put down pens and pencils, refer to a current event.
36. Use variety in methods of presentation every class meeting: lecture, small group discussion, debate.
37. Form a student panel to present alternative views of the same concept.
38. Stage a change-your-mind debate, with students moving to different parts of the classroom to signal change in opinion during the discussion.
39. If you show a film or video, think about doing it in a novel way. For example, prepare and distribute questions for students to think about while viewing; pause the film for discussion; anticipate the ending; hand out a critique sheet; play and replay parts; discuss or write answers to the questions handed out before the viewing.
40. Conduct a role-play to make a point or to present issues.
41. Give students an opportunity to voice opinions about the subject matter.
42. Give your students time to answer questions; count slowly (and silently) to 10 after you pose a question before you rephrase it.
43. Invite students to ask questions and wait for other students to respond.
44. Ask follow-up questions to student responses and comments.
45. Give students posterboard cards of different colors and periodically call for a vote on an issue by asking for a simultaneous show of cards. Or, ask for oral, show-of-hands, or multiple-choice input for instant feedback.
46. Conduct idea-generating or brainstorming sessions to expand horizons.
47. Consider grading quizzes and exercises in class to promote learning.
48. Make collaborative assignments for several students to work on together.
49. Give students a take-home problem relating to the day's lecture.
50. Have students apply the course subject matter to solve real problems.
51. Encourage students to bring current news items to class which relate to the subject and post these on a bulletin board.
52. Ask students what is going in the state legislature on this subject which may affect their future.
53. Have students write questions on index cards to be collected and answered the next class period (if at all possible).
54. Have students keep three-week three-times-a-week journals in which they comment, ask questions, and answer questions about course topics.
55. Invite students to critique each other's essays or short answers on tests for readability or content.
56. Place a suggestion box in the rear of the room and encourage students to place written comments there.

Encourage students to keep up and to do well

57. Set high expectations and be explicit about what they are.
58. Explain the difference between legitimate collaboration and academic dishonesty; be clear when collaboration is appropriate and when it is forbidden.
59. Begin the hour with a quick summary about "last time"; end each class with a quick forecast of "next time" the class meets.
60. Elicit student questions and concerns at the beginning of the class and list these on the board to be answered during the hour.
61. Have students write down what they think the important issues or key points on the day's lecture will be.
62. Have students write down at the end of class three "big ideas" from that day's material.
63. Give a pre-test (ungraded or self-graded) on the day's topic.
64. Try to incorporate student reading, writing, listening, and speaking in each class period.
65. Encourage your students to assume the role of a professional in the discipline: philosopher, literary critic, biologist, agronomist, political scientist, or engineer.
66. Distribute a list of the unsolved problems, dilemmas, or great questions in your discipline and invite students to claim one as their own to investigate.
67. Make learning goals explicit for each assignment; explain clearly what students are to do and how it fits into the course as a whole.
68. Give students two passages of material containing alternative views to compare and contrast.
69. Put students into pairs or "learning cells" to quiz each other over material for the day.
70. Take a few minutes to allow students to explain the day's reading to one another.
71. Assign written paraphrases and summaries of difficult reading.
72. Offer a chance to make "survival cards": written notes on an assigned reading on 3x5 index cards. Collect these and return them for use on an exam.
73. Make a "memory matrix," an incomplete table with row and column headings, for students to complete in pairs in class, or outside class in study groups.
74. Give students plenty of opportunity for practice before a major test.
75. Consider giving group quizzes, perhaps as preparation for an exam.
76. Give a test early in the semester and return it graded by the next class meeting if at all possible.

Provide support for students

77. Collect students' current telephone (particularly cell phone) numbers and let them know that you may need to reach them.
78. If possible, be aware of students who are frequently absent. Call the student or contact the student's advisor. You can learn who the student's advisor is on [Access Plus](#) by clicking the "More" button next to the student's name on your class list.
79. In addition to placing on your syllabus information about access for students with disabilities, announce or read the statement at the beginning of class and let students know that you are available to discuss any learning difficulties they may face. Check out the [Disability Resources Office](#). Learn who your departmental liaison for Disability Resources is by contacting your department office.
80. Direct students to the [Academic Success Center](#) for help on study skills.
81. If [Supplemental Instruction](#) is available for your course, encourage students to use it.
82. Diagnose the students' pre-requisite learning by a questionnaire or pre-test and give them the feedback as soon as possible.
83. Hand out study questions or study guides for each major section of the course.
84. Repeat yourself. Students should hear, read, or see key material at least three times.
85. Allow students to demonstrate progress in learning: summary quiz over the day's work, a written reaction to the day's material.
86. Reward the behavior you want with a word of praise or a personal note.
87. Use a light touch: smile, tell a good joke, and break test anxiety with a sympathetic comment.
88. Provide structure for visually-oriented students by posting the day's "menu" on board, overhead, or screen.
89. Use multiple examples to illustrate key points and important concepts.
90. Encourage students to print out important course dates on a card that can be taped to a mirror.
91. Be available to students before or after class and join their conversation about course topics.

Be efficient and effective with your time

92. Use community resources in your teaching: plays, concerts, the State Fair, government agencies, businesses, professional contacts, or the outdoors.
93. Check the University Lectures schedule for presentations that might pertain to course content.
94. Use AccessPlus to download class lists and check on drops and adds.
95. Use the photos of students on AccessPlus to work on learning names.
96. If students wish to talk about a choice of major or career opportunities, refer them to their college career services office, Student Counseling's Career Exploration Program, or Bev Madden in the Student Answer Center, ground floor of Beardshear (294-9490).
97. Solicit suggestions from students for outside resources and guest speakers on course topics.
98. Tell students when you will check email (two or three times per day, perhaps less?) and your time frame for returning student messages.
99. Use Audix and/or an answering machine and return student calls at a convenient time.
100. Keep a course diary - brief notes on a calendar or a copy of the course syllabus about what worked well on a particular day, so you can plan to do the same thing next time.

Gather feedback on teaching

101. Gather student feedback in the first few weeks of the semester to improve teaching and learning. Look for "Mid-Term Assessments" on the CELТ Teaching Resources page.

Bonus: 10 More Ideas for an Even Better Start Next Time

102. If you haven't already done so, learn to use WebCT by taking a CELТ workshop. If you use WebCT currently, learn a new piece of it, a new application or shortcut.
103. Read about a technique or approach you have never tried. Learning something new keeps us in step with (and sympathetic to) students who are also "newbies."
104. Develop explicit, student-centered learning outcomes for your syllabus. For example: not "this course will cover." but "you will be able to."
105. Talk with others in your department or discipline about the course you are planning and how it fits in your curriculum.
106. Talk with others in cognate fields to learn how your approach to teaching may be enriched by one that is similar, yet not the same.
107. Develop rubrics to assess course work quickly and fairly. A grading rubric is a grid, containing aspects of the learning task on one axis (for example, description of the problem; creativity in approaching it; clarity of presentation) and levels of achievement on the other. The cells of the grid contain specific descriptions of each level of achievement in each category. Rubrics provide students with information and feedback they need to improve their performance.
108. Use the midterm feedback you've collected to plan improvements for the next time you teach the course.
109. Visit the classroom you will be using before the first day. Check out sight lines, equipment, noise problems, availability of chalk or markers (and time and distance from your office).
110. Even if you are familiar with the multimedia equipment of the classroom you'll be using, visit it just before the term begins. Updates and changes are often made right up until classes start.
111. Visit the CELТ to talk about your syllabus, share ideas, or explore the resources of the CELТ library.

<http://www.celt.iastate.deu/teaching/101ideas.html>



**Fashion Institute
of Technology**

Seventh Avenue at 27 Street
New York City 10001-5992
www.fitnyc.edu

**Office of
Human Resources**

FACULTY ORIENTATION

August 22, 2012

Documents:

- 1. Office of Human Resources –
Welcome and Overview**
- 2. HR Contact Information**
- 3. FIT Policy Against Harassment**
- 4. 2012 FIT Payroll Schedule**
- 5. HR Benefits Highlights**
- 6. Office of Environmental, Health, & Safety Compliance –
Contact Information**
- 7. HR Events for Faculty –
2012-2013 Academic Year**



Office of Human Resources

Faculty Orientation

August 22, 2012

Welcome!

to Fashion Institute of Technology

Arthur Brown,
Vice President for Human Resources
Management and Labor Relations

2

Our Vision Statement

Through trust, partnership and best practices ensuring employee success in an ever-changing environment

Our Mission

To provide excellent support and services to the FIT faculty, staff, and administration

Overview

- Office of Human Resources: services and support
- www.fitnyc.edu/hr
- How to access HR services and staff
- Role of HR Generalists
- FIT Employee Handbook
- Faculty appointment and tenure process

Diversity at FIT

- Diversity Council
- Affirmative Action and Anti-Discrimination Policies

Griselda Gonzalez,
Affirmative Action Officer and Executive
Associate

5

Payroll Overview

- Payroll system, schedule, and procedures

Angela Palumbo, Payroll Director

6

Benefits Overview

- Benefits orientation: details and enrollment at small group meetings
- Retirement program: plans and selection
- Health and Welfare benefits: plans and selection for faculty and dependents
- Other benefits and enrollment: life insurance, disability programs, Long-Term Care plan, Flexible Benefits Plan, transit benefits

Bonnie Born, Director of Benefits

Office of Environmental, Health, & Safety (EHS) Compliance

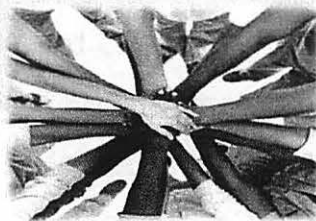
- Ensure safe chemical and tool use in classrooms, labs, and studios
- Conduct inspections to ensure compliance
- Review and develop EH&S training efforts
- Develop and implement EH&S policies
- Manage campus-wide regulated waste program
- Ensure that the College is prepared for emergencies and has evacuation plans in place

Next Steps

- HR Faculty Orientation Meeting:
August 27 – September 7
- HR Fall Faculty Outreach Meeting:
December 3 – 10
- HR Spring Faculty Open House:
March 13
- HR Spring Faculty Outreach Meeting:
April 3 – 10

9

Questions and Discussion



10

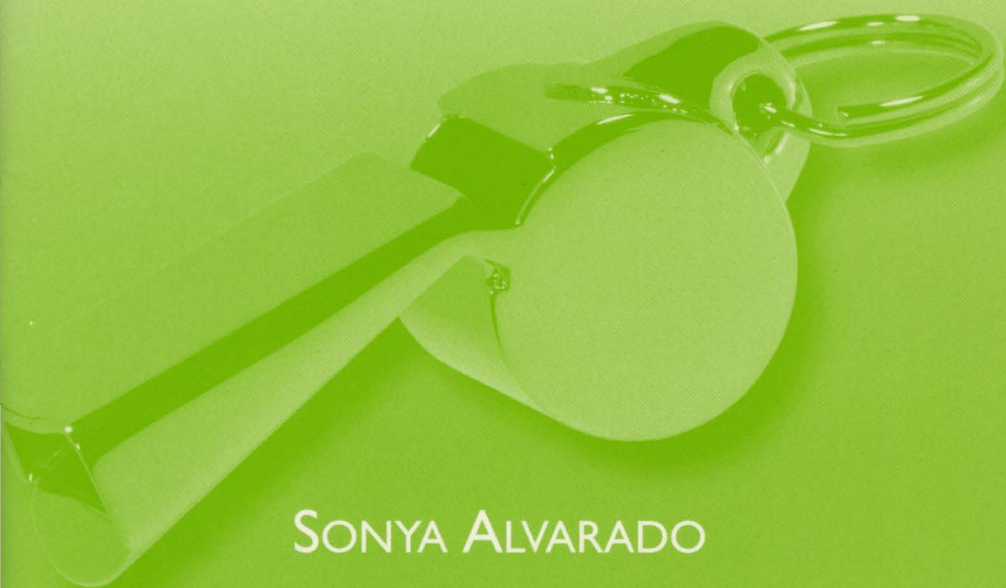
EAP
is here for you

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Employee
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Fashion Institute
of Technology

Quick Coach Guide to CRITICAL THINKING



SONYA ALVARADO