Congratulations! You have been asked to facilitate a FED (Faculty Engaging in Discussion) in the FSC. This means that we believe in your ability to effectively lead an engaging discussion and guide participants in positive conversations around important issues. We’ve provided some guidelines and strategies to help you plan for this experience. If you ever have questions, want feedback or ideas, or need someone to brainstorm with, please contact Cindy Walker or Grace Reotutar in the Faculty Success Center.

**Important Info for Planning:**
- FEDs are one hour during college hour and are based on a specific chapter in a book or an article
- Located in the couch area in the FSC (no computer or projector in this area; handouts are the best source of media for FEDs)
- Expect anywhere from 2-20 faculty (both adjunct and full-time) to attend the FED. Promote your FED with colleagues and invite some other instructors to walk down with you to FED to boost attendance.
- Light lunch will be provided for presenter(s) and participants (usually salad, crackers/cheese/meat, fruit, dessert, coffee/water, etc.)
- Have some additional copies of the book or article ready for anyone who forgets to bring their own.
- Allow for 3-5 minutes at the end of the workshop for FED to complete the assessment form.

**Guidelines/Strategies for Facilitating a FED:**
- With only an hour, you’ll want to start the discussion by 12:40 or 12:45pm. FEDs are advertised as starting at 12:30pm and people will take the first 10-15 minutes to eat their lunch.
- Before starting, get to know the instructors' names and engage in casual conversation.
- Provide a brief summary of the article or chapter and some quotes that you would like to highlight or discuss. Also, provide a few questions on the handout that you might discuss in the FED. It often helps to start by having someone read the summary and quotes and then ask for participants' impressions of the article or chapter. You can either start with one of your questions or ask if any of the participants had a particular quote, question, or remark based on the reading.
- Try to keep the discussion flowing and engage all participants as much as possible.
- Ensure that all faculty have the opportunity to participate in the discussion. If a particular faculty member is ‘oversharing,’ ask another instructor a specific question or ask for someone you haven’t heard from yet to share.

**Contact Info:**
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