

## Whitman College New Faculty Lunch Series 2012-2013

All new faculty are welcome to join these 12-1 programs in Memorial 328 (lunch is provided). You will receive an invitation before each program from Karen Zollman in the Provost and Dean of Faculty Office (x5398).

Date	Program
<p>Friday Aug. 31</p>	<p><b>Student Issues in the Classroom</b></p> <p><i>Hopefully you had a great first week. In this session we'll talk about some of the issues you might encounter this semester and how to handle them. Topics will include keeping track of absences and knowing Whitman's excused absence policy, academic honesty, and classroom climate concerns. Facilitated by Chuck Cleveland, Dean of Students, Clare Carson, Associate Dean of Students, and Donna Cummins, Assistant to the Dean of Students.</i></p>
<p>Monday October 1</p>	<p><b>Mid-Term Evaluations and Other Ways to Find out What Students are Getting out of Class</b></p> <p><i>By the end of the semester, it is often too late to get meaningful feedback that would allow us to make changes in what we're doing. We'll discuss different kinds of evaluations we can give to students to get that feedback as well as what we should do with them. We'll also talk about other quick ways (e.g., minute papers, muddiest point) to find out what students are learning so that we can adapt our teaching.</i></p>
<p>Monday October 22</p>	<p><b>How to Document your Professional Development</b></p> <p><i>We often don't think about how we've grown as teachers, scholars, or members of an academic community until we have to prepare our annual activity report, apply for a full-time position elsewhere, or prepare our tenure dossier. We'll talk about concrete things we can be doing throughout the semester to gather evidence of our growth as well as ways that we then write the narrative that explains our professional development. We will also touch on how to look for meaningful committee work or other kinds of service that are professionally fulfilling but allow time for growth in teaching and scholarly activity.</i></p>
<p>Monday December 3</p>	<p><b>How to Interpret Your Course Evaluations</b></p> <p><i>The evaluations students fill out are most useful to faculty members when they are informed by other kinds of evidence of what students are learning (e.g., papers, exams, classroom discussions) and when they are viewed over time (looking for consistent patterns, the effect of specific changes to a course, etc.). Senior faculty members will share samples of their own student evaluations, discuss strategies for interpreting them in order to identify their strengths and areas for improvements, and offer tips for approaching evaluations while keeping self-esteem intact.</i></p>

<p>Friday January 18</p>	<p>Teaching Writing: Strategies and Support</p> <p><i>Writing is a complex skill to teach, but also a fulfilling part of our roles as teachers. We'll discuss ways to help students broaden their understanding of writing as a process, and ways that the student tutors at the Writing Center or fellows from the WOCI (Writing and Oral Communication Initiative) can support your efforts.</i></p>
<p>Monday February 11</p>	<p>Connecting to What Students are Learning Outside of the Classroom</p> <p><i>In August we discussed the importance of knowing your students in each individual class. Did you find that you were able to get students to connect your course to other things going on in their lives during the semester like their involvement in campus organizations or the Walla Walla community? In this session we'll talk about ways to help students make connections between what they're learning and other parts of their college experience. We'll also suggest ways that faculty can help students see how to apply their academic knowledge to internships and other professional opportunities.</i></p>
<p>Monday March 25</p>	<p>The Juggling Act: Strategies for Balancing Teaching, Research, Service, and Life.</p> <p><i>Am I spending enough time on my research? Not enough on my teaching? Is serving on this committee going to spell disaster for my scholarly agenda? Most academics never quite feel that they can strike just the right "balance." But there are certainly things that we can do to feel more fulfilled and focused. We'll discuss some general findings about what makes for high job satisfaction among professors as well as share some tips on specific things we can do to get better at juggling.</i></p>

**\*For tenure-track faculty:** Monday, April 8, 12-1, Memorial 305: Informational Meeting regarding the informal review to be conducted Fall 2013.