Plotting your Path

New Instructor and Faculty Virtual Orientation

August 27th, 9am-12pm on Blackboard Collaborate Ultra

Phone dial-in +1-571-392-7650 PIN: 426 256 2664; Guest link (participant): [https://us.bbcollab.com/guest/f55c1214b7bb4514ae431d4499aaa226](https://nam10.safelinks.protection.outlook.com/?url=https%3A%2F%2Fus.bbcollab.com%2Fguest%2Ff55c1214b7bb4514ae431d4499aaa226&data=02%7C01%7Cboswellc%40uwgb.edu%7C09ad42d497b0497e287408d84472b1a2%7C7fc34f9d1f754f96b5b33cdcaab03aea%7C0%7C0%7C637334606683738627&sdata=9mQifij4RovE0Xmkut2fj2d%2FRVa7jVCSOJgKiHslA%2B0%3D&reserved=0)

**Facilitators:** Caroline Boswell, Kate Farley, and Nathan Kraftcheck, The Center for the Advancement of Teaching and Learning

**Guests:** Kristin Kearns and Roger Wareham, Office of Grants and Research; Alison Staudinger, Co-Director of the Center for Civic Engagement and Associate Professor of Democracy and Justice Studies and Women’s and Gender Studies

**Second-year instructor panel:** Nabila Rubaiya, Miranda Schornack, Praneet Tiwari, Jessica Warwick, Chris Williams

# Wayfinding

Welcome to University of Wisconsin-Green Bay! We have brought you together today so that you can meet individuals who can guide you through your UW-Green Bay experience. You will meet other new instructors and connect with individuals, centers, and offices designed to help you as you start your journey at UW-Green Bay.

This event simply asks us to plot that journey, knowing that the road ahead has unforeseen twists and turns in it. It also serves as an introduction to resources that can help you stay on path or to help you take an important detour. It is part of a larger suite of opportunities we will provide over the next year, including the new instructor resource course in Canvas and a collection of events, webinars, and other resources we will make available to you. We intend to use the resource course as our primary mode of communication this semester, so be sure to have your [Canvas notifications](https://community.canvaslms.com/t5/Student-Guide/How-do-I-set-my-Canvas-notification-preferences-as-a-student/ta-p/434) set so you receive announcements and updates on new material that we add. This will also help you gain familiarity with the student experience within Canvas, which can be very eye-opening!

Here are the initial themes we’ve identified for discussion and prepared some resources to support:

* Paths to engagement with your communities
* Paths to research and creative activities
* Paths to pedagogical development and growth
* Paths to belonging and achieving work-life balance

The session on 8/27 will be broken into these four themes with time for interaction around each.

## Itinerary for the session

* 9:00am: Welcome!
* 9:05-9:20am: Meet some of your peers
* [9:20-9:55am: Plotting paths to engagement](#_First_stop:_Plotting)
* 9:55-10:00am: Pit stop (break)
* [10:00-10:35: Plotting paths to pedagogical development and growth](#_Second_stop:_Plotting)
* [10:35-11:10: Fork in the Road:](#_Third_Stop:_Fork)
	+ Either continue to discuss “Plotting paths to pedagogical development and growth”
	+ Or, “Plotting Paths to fulfilling research and creative work
* 11:10-11:20am: Pit stop (break)
* [11:20-12:00pm: Plotting paths for success, belonging, and work-life balance: panel discussion with second-year instructors](#_Fourth_Stop:_Plotting)

## Before we plot our paths

If you have time between now and Thursday, 8/27, we encourage you to reflect on your personal and professional goals for the next three years. This will help you engage in the conversations we will spark in our virtual session, and perhaps help you think about the questions you may have for our guests.

# Meet your traveling companions

We wish to take the first 10-15 minutes for you to introduce yourself to some of your peers in breakout groups.

# First stop: Plotting Paths to Engagement

The purpose of this discussion is to think a little bit about how you wish to engage with your various communities and those that may be new to you. These may include communities in your discipline, your academic department, university communities, and the local communities in which you inhabit.

Various paths to engagement might include:

* Joining a departmental committee, such a scholarship or an assessment committee
* Working with a disciplinary organization on a conference
* Joining a community organization
* Filling out your “committee preference” form to sign up for university committees during your second year
* Working with student organizations as an advisor or mentor
* Getting involved in and/or starting initiatives on campus/in the community that have meaning for you

## Reflective conversations in groups (30 minutes)

We wish to give you some time to reflect with others about the sort of engagement you would like to see for yourself over the next few years. Consider which of the following questions you may wish to reflect on with your group:

1. What work with university or local community organizations have you done in the past that you may wish to explore in this context? Who might help you create those connections or find those opportunities?
2. Have you ever wished you could create space to engage with issue in your community, be it academic or civic? How might your new position afford you resources and time to help you do that work? What support would you need, and how might you find it?
3. What sort of work may help you to build a sense of community at UW-Green Bay or in the region? If you’re not sure, who might help you navigate this path?

## Summarize conversation and consider next steps (5 minutes)

Dr. Alison Staudinger will provide a quick summary of our conversations and guide people to some potential resources. We will be sure to include any resources she references in our Canvas resource course.

Be sure to write down anything that you wish to remember later!

# Second stop: Plotting Paths to Pedagogical Growth and Development

The purpose of this discussion is to think a little bit about how you wish to grow as an educator over the next few years. The Center for the Advancement of Teaching and Learning, along with a host of other offices, offers various opportunities for engagement. Less formal interactions with your peers, and reflection on your practice also provide important paths to growth.

Various paths to growth might include:

* Attending any of the variety of events and programs offered through [CATL](https://www.uwgb.edu/catl/) (e.g. book clubs, workshops, communities or practice, online teaching fellows).
* Finding a colleague who you can meet with to discuss your classes.
* Subscribing to a disciplinary and/or teaching and learning e-mail list or social media page to access insider tips and training opportunities.
* Participating in the annual Instructional Development Institute at UWGB in January.
* Completing the Inclusivity and Equity Certificate program.
* Submitting a proposal for a Teaching Enhancement Grant (TEG).

## Reflective conversations in groups (30 minutes)

We wish to give you some time to reflect with others about the sort of pedagogical development you may wish to engage in over the next few years. Consider which of the following questions you may wish to reflect on with your group:

1. When you think about your growth as a teacher, what sort of growth do you envision?
2. As you think about how you may wish to develop, consider what sorts of pedagogical resources work best for you? Just-in-time workshops or web resources? Communities who meet regularly to discuss teaching and learning issues? Conferences? Informal conversations with peers?
3. Do you have a friend or colleague who you can rely on when you wish to talk about how your courses are going? Do you wish to find another such person at UW-Green Bay, and how might you do that in this context?
4. We happen to know that even the most seasoned instructors are facing this fall with some apprehension. What concerns do you have for your courses or students? How might we help you navigate those concerns?

## Summarize conversation and consider next steps (5 minutes)

Caroline will provide a quick summary of our conversations and guide people to some potential resources.

# Third Stop: Fork in the Road:

# A: Continue Conversation around Pedagogical Growth

Either you can continue to talk about teaching and learning, or you can move over to the group reflecting on their goals for research and creative activity.

# B: Plotting Paths to Fulfilling Research and Creative Activities Opportunities

The purpose of this discussion is to think with others about goals you may have for your research and creative work, and how you can chart a course to achieve those goals. Your College, your department/unit, and the Office of Grants and Research offer resources that can help support you on your path, but contacts in your field, external and disciplinary organizations, or colleagues at other institutions may also be central to your growth.

Various paths to fulfilling research/creative activities opportunities may include:

* Working with students on your research/creative work or collaborating with colleagues.
* Getting published in specific journal
* Publishing open access materials
* Finding local venues to perform or share your work
* Exploring and earning external grants
* Community-based research
* Organizing events

## Reflective conversations in groups (30 minutes)

We wish to give you some time to reflect with others about the sort of research or creative work you may wish to engage in over the next few years. Consider which of the following questions you may wish to reflect on with your group:

1. What relationships might you wish to develop over the next few years to help support your work as a researcher, writer, or artist?
2. Who may you rely on when you're first tackling a new research or creative project to provide insight and support? Might it help you to find such a person at UW-Green Bay, even if their area of expertise is not the same?
3. What resources will you need to help you meet your goals, be they time, connections, peer review, or funds? Who can help you find those resources?
4. Can you see ways to connect your research to your teaching and/or your community engagement goals?

## Summarize conversation and consider next steps (5 minutes)

Roger and Kristin will provide a quick summary of our conversations and guide people to some potential resources.

# Fourth Stop: Plotting paths for success, belonging, and work-life balance: a panel discussion with second-year instructors

At the end of our time together, you will get to hear from and ask questions of a panel of second-year instructors. We have provided them with the questions below, but we will ask you all to lead by choosing which questions you most wish to hear people answer. You are also able to ask questions of your own.

* What challenges did you face as a new instructor that you did not expect?
* What resources on campus do you find invaluable, and why?
* How have you stayed connected with your colleagues over the Spring semester?
* How might our new instructors find their place within this community?
* When do you find time to do your research? To seek out development opportunities?
* If our new instructors find themselves feeling frazzled and overwhelmed, what advice would you give them to work through it?
* If you could do one thing all over again, what would it be?
* Where is your favorite place to pick-up coffee and food? What was your favorite pre-COVID cafe, restaurant, or hang-out place?
* What local "hidden gems" should folks know about?