

The First-Year Experience: A Timeline for Faculty

| | PREPARATION | INTRODUCTION & EXCITEMENT | CONNECTION | reCONNECTION | SELF-CARE | INVOLVEMENT | CLOSURE & REFLECTION | |
|--|---|--|--|--|--|--|---|---|
| STUDENTS ARE | Feeling anxious/excited Exploring independence | Becoming a Badger Learning about campus Establishing a place in their new community | Getting organized & setting goals Exploring campus & becoming more independent Finding support in staff & peers Preparing for their first exam | Resuming their routine & finding resources Recognizing a change in relationships Focusing on self-care "How do I fit in?" | Feeling overwhelmed Being excited about upcoming break Finding closure with their first semester | Feeling rebellion/activism focus outwardly on community Joining an org Thinking about a summer job Declaring a major | Realizing time is moving quickly Looking to future Developing a legacy, giving back | <p>Center for the First-Year Experience offers Teaching and Learning workshops and consultation throughout the year</p> <p><i>Sample topics include:</i></p> <ul style="list-style-type: none"> Teaching first-year students (freshmen and transfer students), Creating a learner-centered syllabus Integrating active learning into your classroom, Student development <p>Contact Carren Martin, for more information: carren.martin@wisc.edu or 263-0363</p> <p>For a detailed listing of Teaching & Learning Resources: visit tle.wisc.edu</p> <p>Learn about campus-wide initiatives: <i>HOW?</i></p> <p>At Risk, suicide prevention: uhs.wisc.edu/umatter</p> <p>Tonight, sexual assault awareness: uhs.wisc.edu/tonight</p> <p>Alcohol Edu: uhs.wisc.edu/alcoholedu</p> |
| Faculty/TAs can engage and support students by | Creating learner-centered syllabi & course plans | Setting clear expectations for learning in your courses Discussing office hours, tutoring, and academic integrity | Creating a welcoming environment inside and outside of class Sharing something about yourself on the first day Providing suggestions on how to be successful in your class | Encouraging office hours Doing a mid-semester check-in How are classes going for you? For students? Arranging a peer review of teaching | Promoting hard work, balance, and healthy choices Trying an active learning technique in your class (any size class!) | Sharing opportunities for students to engage in research, scholarship, and campus community | Repeating supportive messages and information on resources (office hours, tutoring) | |
| Faculty/TA professional development opportunities | Teaching Academy Summer Institute (TASI) Learn@UW workshops L&S TA Training Review McBurney website for resources regarding students with disabilities | Teaching Academy fall kick-off New Madison Teaching and Learning Excellence (MTLE) cohort begins | Gather info from LGBTCC and MSC on climate and inclusivity Attending a Delta event | Check out DoIT academic Technology resources Review peer feedback in teaching resources on teaching academy website | Teaching Academy winter retreat New MTLE cohort begins | Watch for spring teaching and learning workshops | Teaching and Learning Symposium | |

