



# Fall Teaching Conference

**Wednesday, August 27, 2019**  
**Fundamentals for New Teaching Fellows**

Humanities/Qualitative Social Sciences     STEM/Quantitative Social Sciences     All

8:30–9:00	<b>CHECK-IN &amp; BREAKFAST, SEVER HALL LOBBY</b>	
9:00–9:45	<p><b>Welcome</b>  <b>Robert Lue</b>, <i>Professor of the Practice of Molecular and Cellular Biology;</i>  <i>Richard L. Menschel Faculty Director of the Derek Bok Center for Teaching and Learning</i></p> <p><b>Faculty Plenary: Becoming a Teacher-Scholar,</b>  <b>Ju Yon Kim</b>, <i>Professor of English</i></p>	
9:45–11:00	<b>Humanities and Qualitative Social Sciences, Part I</b>	<b>STEM and Quantitative Social Sciences, Part I</b>
11:00–11:15	<b>BREAK</b>	
11:15–12:15	<b>Humanities and Qualitative Social Sciences, Part II</b>	<b>STEM and Quantitative Social Sciences, Part II</b>
12:30–1:30	<b>LUNCH: Title IX and Professional Conduct</b>	
1:30–2:45	<b>Humanities and Qualitative Social Sciences, Part III</b>	<b>STEM and Quantitative Social Sciences, Part III</b>
2:45–3:00	<b>BREAK</b>	
3:00–4:00	<b>Equitable and Inclusive Teaching</b>	
4:00–6:00	<p><b>BOK CENTER OPEN HOUSE</b>  50 Church Street, 3rd Floor</p>	

## **Faculty Plenary: Becoming a Teacher-Scholar**

Ju Yon Kim, *Professor of English*

As a graduate student and new teacher, you are beginning the exciting process of translating and transmitting your discipline to undergraduates, while at the same time developing as a scholar in your field. Why is your scholarship meaningful to you, and how can you convey that to your students? What kind of teacher do you want to be, and how do you want your identity to come through in your teaching? This session will explore the important role graduate students play teaching with faculty, especially considering the intersection of professional and scholarly development in the classroom.

### **Fundamentals Track: Humanities and Qualitative Social Sciences, Parts I–III**

Pedagogy Fellows, *Derek Bok Center for Teaching and Learning*

In the humanities and social sciences fundamentals track, we will focus on the things most important to know when leading discussion sections. Topics we will explore include: Who are Harvard students? What is the purpose of section? What are some effective strategies to use when managing a classroom and leading discussion sections? What are some useful activities that foster active learning? We will also spend time on getting off to a good start when planning and leading your first section. By the end of the day's sessions, you will have encountered a variety of tactics and strategies for excelling in your first term of teaching.

### **Fundamentals Track: STEM and Quantitative Social Sciences, Parts I–III**

Pedagogy Fellows, *Derek Bok Center for Teaching and Learning*

The STEM fundamentals track is designed to prepare you to teach STEM and quantitative social science classes in a way that is meaningful and empowering for both you and your students, regardless of your level of prior experience. We'll begin by using our own experiences as students to identify the practices that we would like to emulate as teachers. We will use these principles to guide the rest of the day as we practice using active learning and inclusive teaching techniques, develop some strategies for grading and providing your students with feedback. We will also analyze some taped examples of teaching to identify strengths which we can aim for as well as common mistakes to avoid.

### **Lunch Session: Title IX**

Seth Avakian, *Program Officer for Title IX and Professional Conduct for the FAS*

Danielle Farrell, *Assistant Director of Student Affairs, GSAS*

This session will address principles of professional conduct and classroom management for teachers as it relates to Title IX responsibilities and Harvard's commitment to gender equity. We'll discuss how one balances Harvard University's commitment to the free exchange of ideas while maintaining a safe and healthy educational and work environment in which no member of the community is excluded from participation in, denied the benefits of, or subjected to discrimination in any University program or activity on the basis of their sex, sexual orientation, or gender identity. Participants will learn how to handle a disclosure of a potential violation of the sexual and gender-based harassment policy and participate in hypothetical scenarios based on real-life experiences of TFs.

### **Equitable and Inclusive Teaching**

Noelle Lopez, *Assistant Director, Equity and Inclusion, Derek Bok Center for Teaching and Learning*

Marty Samuels, *Associate Director for Science, Derek Bok Center for Teaching and Learning*

In this session we'll introduce some key concepts from the research on inclusive teaching, consider common challenges to fostering equitable and inclusive learning environments, and discuss strategies you can use to create conditions conducive to helping your students feel both welcome and capable of learning effectively in your classroom.