<table>
<thead>
<tr>
<th>Time</th>
<th>Recitation Leaders</th>
<th>Lab Instructors / Assistants</th>
<th>Graders with Office Hours</th>
<th>Graders without Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:30 – 1:00</td>
<td>Students arrive to sign in, acquire training materials, and complete Kolb assessment. Pizza and bottled water will be provided.</td>
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<td><strong>Location:</strong> DeGrace 312</td>
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<tr>
<td>1:00 – 1:50</td>
<td>Welcome and Expectations; Engaging Diverse Learning Styles</td>
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<td></td>
<td><strong>Jeffrey Wolcowitz, Dean of Undergraduate Studies; Judy Olson-Hammer, ESS</strong></td>
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<td><strong>Location:</strong> DeGrace 312</td>
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<tr>
<td>2:00 – 3:20</td>
<td>Teaching Moments with International Students, Students with Disabilities, and Underrepresented Students</td>
<td>Teaching Moments with International Students, Students with Disabilities, and Underrepresented Students</td>
<td>Assessment Best Practices and Academic Integrity Scenarios</td>
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<td></td>
<td><strong>Elise Geither, Eboni Porter, ESS; TBD, OMA</strong></td>
<td><strong>Grace Clifford, Sarah Dellinger, ESS; TBD, OMA</strong></td>
<td><strong>Don Feke, Chemical Engineering</strong></td>
<td><strong>Don Feke, Chemical Engineering</strong></td>
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<td><strong>Location:</strong> Clapp 305</td>
<td><strong>Location:</strong> Clapp 201</td>
<td><strong>Location:</strong> DeGrace 312</td>
<td><strong>Location:</strong> DeGrace 312</td>
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<tr>
<td></td>
<td><strong>Judy Olson-Hammer, Megan Griffin, ESS</strong></td>
<td><strong>Drew Meyer, Chemistry</strong></td>
<td><strong>Elise Geither, Eboni Porter, ESS; TBD, OMA</strong></td>
<td><strong>Grace Clifford, Sarah Dellinger, ESS; TBD, OMA</strong></td>
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<td><strong>Location:</strong> Clapp 305</td>
<td><strong>Location:</strong> Clapp 201</td>
<td><strong>Location:</strong> Schmitt Aud.</td>
<td><strong>Location:</strong> DeGrace 312</td>
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<tr>
<td>4:35 – 5:00</td>
<td>Microteaching continued; Completion of UTA Paperwork</td>
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<td><strong>Judy Olson-Hammer, Megan Griffin, ESS</strong></td>
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Undergraduate Teaching Assistant (UTA) Training Objectives

The UTA Professional Development Conference is designed to give incoming UTAs the skills and the knowledge that they need to become successful assistants in undergraduate classrooms. This conference focuses on preparing UTAs for direct and indirect interaction with students, and therefore aims to familiarize attendees with relevant policies, university services, and best practices. After completing UTA training, students will have achieved the following objectives.

- Understand the various support services available to undergraduate students and, in addition, know how and when to direct their own students to these services.
- Have the skills to create a welcoming and inclusive classroom environment for students with disabilities, LGBT students, underrepresented students, and international students.
- Know about different learning styles as well as the impact that these learning styles have on instruction practices and interpretation of student behavior.
- Be familiar with best practices in assessment of student work, assignment planning, and classroom management.
- Understand the university’s academic integrity policies and have experience with example academic integrity scenarios.