**Faculty Fellows Program**
September 9-11, 2015
September 14, 2015

**Wednesday, September 9**
*Coffee and Light snacks provided*

8:30 – 9:30  **Packet pick-up**

9:45 – 10:20  **A Tri-Campus Welcome**

10:20 – 10:30  **Break**

10:30 – 11:45  **Plenary: What Does “Inclusive Teaching and Learning” Mean and How Does it Matter Across Disciplines**
This session engages participants in discussion of the question. Facilitators and participants generate lists of inclusive teaching, learning, and mentoring practices to consider for the 2015-16 academic year and beyond. Finally, the session identifies campus resources for building inclusive environments that support students and faculty.

12:00 – 1:20  **University Libraries Lunch: Meet Your Librarian!**
The Libraries Faculty Fellows luncheon welcomes new faculty and instructors to the award-winning University Libraries. In an informal setting, faculty will meet their departmental liaison librarian and learn about the ways in which the librarian liaison system serves students in their academic department. The luncheon promotes the ways that librarians partner with faculty to build collections, teaching and learning services, and online resources.

1:30 – 2:45  **Concurrent Sessions: Select One from Below**

**Getting Off to a Good Start**
How might you design your course syllabus and online resources and plan your first class meeting to set clear expectations, establish ground rules, and create a climate for learning? How can you find out more information about your students and your particular classroom before the first day? We will address these questions (and others) to help you get off to a great start.
Facilitating Small Group and Seminar Discussions
This session offers simple yet effective strategies on how to conduct engaging classroom discussions, along with opportunities to apply and build from these strategies, talk about other teaching models that enhance student learning, and have participant-generated conversations about teaching in general.

Better Learning/Less Time: Using Rubrics
Students do well with clear grading standards guiding class assignments and papers. More student work doesn’t necessarily mean significantly more time spent grading. This session discusses some techniques (grading with rubrics, in class workshops, sample papers) for effectively and efficiently improving student work.

3:00 – 4:15
Concurrent Sessions: Select One from Below

Stepping Outside of the Classroom: Experiential and Service Learning
This session explores how faculty can construct meaningful service learning experiences for students to development community engagement skills and personal development. An overview of service opportunities and faculty support at UW will be shared. In addition, presenters in this session will share a sample service learning case study as well as views of the community members about what makes for successful strategies from their point of view.

Their Cheating Hearts; or, Teaching Students about Academic Integrity
Instructors who don’t believe in capital punishment are often willing to make an exception for students who plagiarize a paper or cheat on a test. This session briefly reviews research on why students cheat, then invites participants to discuss evidence-based best practices that prevent academic misconduct. (Spoiler alert: including a paragraph from the Student Code in your syllabus and reading it aloud to the class doesn't work.) We'll also discuss resources--on each UW campus--to consult when you think that one of your students has cheated.

Hybrid and Online Teaching
Creating a dynamic online learning environment can be challenging including how to continue the momentum once the conversation has started to ensuring that course content is being effectively presented. In this session, presenters will share best practices and tools for how to constructively transform your face-to-face course to a hybrid or online course.
Thursday, September 10  
Coffee and Light snacks provided

9:00 – 11:45  **Group A: Teaching Reflections**  
Watching colleagues in other disciplines teach can bring a fresh perspective to our own classroom approaches. This session offers a peer mentoring experience where seasoned and newer instructors across campuses learn from one another and serve as teaching resources. Each participant shares a brief (3-4 minute) lesson presentation on a concept from one of their courses. The lessons are recorded, and after everyone has presented, the videos are played back for participants to reflect on and discuss. Beginning with the presenter, we ask: what worked well? What might you do differently? Participants’ contributions make this an enriching opportunity to reflect on how our teaching embodies our learning goals.

Come prepared to share a 3-4 minute lesson and some responses to the following: What are your lesson objectives? What goals do you have for student learning? Are there particular aspects of your presentation on which you would like feedback?

9:00 – 10:15  **Group B: Select One Session from Below**

**Best (or Evidence-Based) Practices in Teaching and Learning**  
The student you were is not necessarily the students you have. The scholarship of teaching and learning offers some ideas for designing classes for contemporary students. This session discusses some of the most effective evidence-based teaching strategies. Topics might include: short papers, clickers, and discussion activities.

**Prepping and Organizing Class Time**  
Teaching in a quarter system can be challenging. Whether it be 50 or 110 minutes, class meetings can fly by or drag on forever. How much material should you try to cover in one class session? Is it realistic to expect a final research paper or a final group project within ten weeks? How can you schedule your assignments and exams to make the workload manageable— for you, your TAs, and your students? We will discuss these questions (and others) to help you organize your classes effectively and efficiently.

10:30 – 11:45  **Group B: Plenary Session**

**End of Lecture**  
Whether you're teaching a 20-person or a 600-person class, robust data indicates that even small changes in teaching methods can close the gap between your teaching and student learning. Shrinking that gap has tremendous implications for all students, but especially for those from underrepresented groups. Mary Pat Wenderoth is co-author of a major 2014 meta-analysis that draws on research in many STEM fields and supports...
independent findings from studies in Humanities and Social Science fields. Mary Pat provides an overview of her research while modeling research-based teaching. Hold onto your hats--no one sleeps in this classroom.

12:00 – 1:00 Lunch

1:15 – 2:30 **Group A: Plenary Session**

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2:45 – 4:00 **Group A: Select One Session from Below**

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4:15 – 6:00  **Cocktail Hour**

**Friday, September 11**

*Coffee and Light snacks provided. Friday sessions are geared towards Seattle faculty.*

9:00 – 10:15  **Moving Up Your Ladder: Tenure and Promotion-Eligible**

This session will be led by college administrators where information regarding the tenure and promotion-eligible will be shared. From assistant to associate to full professor and full and senior and principal lecturer, participants will hear firsthand best practices for putting together a strong portfolio and how best to diversify and include opportunities that reflect the teaching and in some cases, research.

10:30 – 11:30  **One Year Out: Reflections on the First Year from Second Year Faculty**

During this hour, a handful of participants from the 2013 and 2014 Faculty Fellows Program will be on hand to share with the group tips and personal experiences from the last one-two years. These include “what I wish I knew...” to “I learned the hard way...”

11:45 – 12:45  **Lunch**

1:00 – 2:00  **Concurrent Sessions: Select One from Below**

**Does Size Matter? (formerly Teaching a Large Class)**

This session addresses questions related to teaching a course which has TA-led sessions or labs attached to it. Discussion will address issues that typically come up in multi-section courses, such as determining how to best work with your TAs, designing the various components of the course (lectures, sections, labs, assignments, quizzes, tests, etc.) as an integrated whole, and communication to students how different course components are related to one another.
**Mentoring and Working with Graduate Students**
This session addresses a key component of faculty work: mentoring graduate students. Graduate students play a key role in the teaching and research activities of the university. As students they will be looking to faculty to help guide and support them to become strong teachers and scholars. There are a number of “best practices” associated with being a good mentor. In this interactive session we will cover many of the basics to get you off to a good start: how to establish a strong research mentoring relationship including issues such as co-authoring; how to help graduate students to be effective teachers; and some of the issues to be alert to in terms of the TA/RA union contract.

**We Know You’re Freaked Out about Getting Your Research Done, And You Are Suffering From Cognitive Dissonance Because Everyone is Talking about Teaching As If You Have Nothing Else to Do**
How can faculty members carve out time both to teach effectively and to write grant proposals that fund their research? This session identifies efficiencies and resources that allows faculty in all fields to do both.

**Concurrent Sessions: Select One from Below**

**Including Undergraduates in Your Teaching and Research**
In this session, we’ll discuss ways to encourage undergraduates to get involved in both the classroom and in research. We’ll cover topics such as why undergrads might want to learn more about research, why and how they might help, and resources for finding and rewarding undergraduates from RAs to Graders. We’ll also discuss how to manage working relationships with undergrads.

**Beyond the Department: What’s Out There**
The University of Washington offers plenty of opportunities for instructors to get involved from the college to the administrative level. From supporting student leadership development to joining faculty councils to creating a new collaborative interdisciplinary courses to designing and leading departmental and campus-wide initiatives, this session will help open the door to resources and services beyond the department.

**Technology In Practice**
Integrating the use of technology into a course can be challenging whether it be adding video snippets to creating online discussions board or setting up a dashboard that works for the instructor and students. In this session, we’ll hear from best practices, do’s and don’ts, and much more. Please note that this session may focus on the Canvas LMS. This is not a “how to use X” session but rather how to constructively use technology to elevate your course.
3:30 – 4:00  **What Next?**
What do seasoned UW faculty members wish they'd known when they were new here? This session answers that question, then roams the savanna. Topics may include peer mentoring, data-driven teaching, and sustainable practices, depending on what new faculty members want to discuss. The program closes with reflections on the week and ways to keep in touch, including events with each other and free food.

**Monday, September 14**
Technology Sessions - Some sessions will be offered concurrently

**Introduction to Teaching Technologies at UW**
UW-IT provides a wide variety of technologies, with a wide variety of uses. Come to this workshop for a basic overview of these technologies and how they interact. More importantly, learn what problems these technologies are used to solve, and interact with your colleagues about previous experiences teaching with technology, and best practices.

**Beginning Canvas LMS – Part 1**
This workshop provides an overview of the Canvas learning management system, and introduces you to its robust features. The workshop is the first of two parts, Canvas 1 includes topics to get you started such as navigation, syllabus creation, online assignment submission, communicating with students and more.

**Beginning Canvas LMS – Part 2**
This workshop provides an overview of the Canvas learning management system, and introduces you to its robust features. It is the continuation of Canvas 1 and includes advanced topics such as rubrics, collaboration options, assignment features and grading.

**Introduction to Panopto**
This workshop provides an introduction to the Panopto lecture capture software. You will learn how to create and manage recordings. The workshop will also help you understand Canvas LMS integration and sharing Panopto videos.

**Intermediate Canvas – Grading in Canvas**
In this workshop we will look at the tools in Canvas designed specifically for efficient assessment and student feedback. We will help you learn assignment design, Canvas Rubrics, SpeedGrader, 4.0 Grading in Canvas and understanding the Canvas GradeBook.

**Clickers and Classroom Response**
Many large and some small classes at UW use the Turning Technologies classroom response system to conduct live, graded, polls and quizzes, and keep students engaged during lecture sessions. In this
workshop, you will practice creating and administering polling sessions, download course lists and upload grades to the Canvas LMS, and engage with the teaching theory used most effectively with Classroom Response.