Wednesday, September 9
AM: Coffee and light snacks available in JHN 100
PM: Coffee and light snacks available in MGH 206

8:30 – 9:30 Packet pick-up
JHN 100

9:45 – 10:20 A Tri-Campus Welcome
JHN 102
  • Susan Jeffords, Vice Chancellor for Academic Affairs; Professor, English and Women Studies, UW Bothell
  • Bill Kunz, Interim Vice Chancellor for Academic Affairs, UW Tacoma,
  • Ed Taylor, Vice Provost and Dean, Undergraduate Academic Affairs, UW Seattle

10:20 – 10:30 Break

Across Disciplines?
JHN 102
Alexes Harris, Associate Professor, Department of Sociology
Katie Malcolm, Instructional Consultant, Center for Teaching and Learning
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!
Allen Library Commons
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.
MGH 231  
*Getting Off to a Good Start*

Moon-Ho Jung, Associate Professor, Department of History  
Mehran Mesbahi, Professor, Department of Aeronautics and Astronautics  

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 conducive to 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.

MGH 251  
*Facilitating Small Group and Seminar Discussions*

Donald Chinn, Associate Professor, Institute of Technology  
Christina Fong, Principal Lecturer, Department of Management and Organization  

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.

MGH 271  
*Better Learning/Less Time: Using Rubrics*

David Goldstein, Senior Lecturer, School of Interdisciplinary Arts and Sciences; Director, Teaching and Learning Center  

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.

MGH 251  
*Stepping Outside of the Classroom: Experiential and Service Learning*

Kathryn Pursch Cornforth, Assistant Director, Carlson Leadership and Public Service Center  
Christine Stevens, Associate Professor, Nursing and Healthcare Leadership  

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.
MGH 271  
*Their Cheating Hearts; or, Teaching Students about Academic Integrity*
Gina Christian, Assistant Director of Student Conduct, Student Affairs, Bothell
Beth Kalikoff, Director, Center for Teaching and Learning, Seattle
Ed Mirecki, Dean of Student Engagement, Student Affairs, Tacoma
Ernest Shepard, Assistant Director, Community Standards and Student Conduct, Seattle

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 briefs 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.

MGH 231  
*Hybrid and Online Teaching*
Mikelle Nuwer, Lecturer, School of Oceanography

Creating a dynamic online learning environment can be challenging, but when done well, can increase student engagement and learning. Online teaching requires knowledge and comfort in the use of technology, re-envisioning course goals, activities, and assessments, building a community of learners, and facilitating discussions. In this session, the presenter 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**

*AM and PM: Coffee and light snacks available in MGH 206*

9:00 – 11:45  
*Group A: Teaching Reflections: Refer to the PINK sheet for your room assignment*

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?
Group B: Select ONE session from below followed by the plenary session, “End of Lecture”

9:00 – 10:15

**MGH 241**  
**Best (or Evidence-Based) Practices in Teaching and Learning**  
David Goldstein, Senior Lecturer, School of Interdisciplinary Arts and Sciences; Director, Teaching and Learning Center  
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.

**MGH 231**  
**Prepping and Organizing Class Time**  
Moon-Ho Jung, Associate Professor, Department of History  
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

**MGH 241**  
**End of Lecture**  
Mary Pat Wenderoth, Principal Lecturer, Department of Biology  
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: Pick up in MGH Commons
1:15 – 4:00  Group A: Attend plenary session, “End of Lecture” followed by one session

1:15 – 2:30

MGH 241  End of Lecture
Mary Pat Wenderoth, Principal Lecturer, Department of Biology
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.

Group A: Select ONE session from below

2:45 – 4:00

MGH 241  Best (or Evidence-Based) Practices in Teaching and Learning
David Goldstein, Senior Lecturer, School of Interdisciplinary Arts and Sciences; Director, Teaching and Learning Center
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.

MGH 231  Prepping and Organizing Class Time
Donald Chinn, Associate Professor, Institute of Technology
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.
1:15 – 4:00  **Group B: Teaching Reflections: Refer to the PINK sheet for your room assignment**
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?

4:15 – 6:00  **Happy Hour at the Center for Teaching and Learning**
GRB 100

**Friday, September 11**
*AM and PM: Coffee and lights snacks available in MGH 206*

9:00 – 10:15  **Moving Up Your Ladder: Tenure and Promotion**
MGH 241  Judy Howard, Divisional Dean, Social Sciences, College of Arts and Sciences
Eve Riskin, Associate Dean of Diversity and Access, College of Engineering

10:30 – 11:30  **One Year Out: Reflections on the First Year from Second Year Faculty**
MGH 241  Larry Goldman, Lecturer, Chemistry, UW Seattle
David Sommerfeld, Senior Lecturer, STEM, UW Bothell
Jim Thatcher, Assistant Professor, Urban Studies, UW Tacoma
During this hour, select 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: Pick up in MGH Commons**
1:00 – 2:00  CONCURRENT SESSIONS

MGH 234  Building and Teaching Large Classes
Matt McGarrity, Senior Lecturer, Department of Communication
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.

MGH 238  Mentoring and Working with Graduate Students
Kelly Edwards, Associate Dean, Student and Postdoc Affairs, The Graduate School
Moon-Ho Jung, Associate Professor, Department of History
This session addresses a key component of faculty work: mentoring graduate students. Graduate students play a critical role in research and teaching at UW and look to faculty to advise them, in and outside the classroom. In this interactive session, we will cover many of the “best practices” that might help you to become an effective faculty mentor. Among the topics we will discuss are: how to establish a strong mentoring relationship in research, including co-authoring papers; how to help graduate students lead classroom discussions and interact with undergraduates; and how to respond to (or avoid) potential conflicts and grievances.

MGH 231  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
Sarah Keller, Professor, Department of Chemistry
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.

2:15 – 3:15  CONCURRENT SESSIONS

MGH 234  Including Undergraduates in Your Teaching and Research
Chantel Prat, Associate Professor, Department of Psychology
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.

**MGH 238**  
*Beyond the Department: What’s Out There?*  
Christina Fong, Principal Lecturer, Department of Management and Organization  
Matt McGarity, Senior Lecturer, Department of Communication  
Fran Lo, Director, Husky Leadership Initiative  
Katy DeRosier, Director of Program Development, The Graduate School and Provost Office  
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 course to designing and leading departmental and campus-wide initiatives, this session will help open the door to resources and services beyond the department.

**MGH 231**  
*Technology In-Practice*  
Jasmine Bryant, Lecturer, Department of Chemistry  
Colleen Craig, Lecturer, Department of Chemistry  
Stefan Stoll, Assistant Professor, Department of Chemistry  
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’s Next?*  
**MGH 241**  
Senior Fellows

Dedicated technology sessions for the Faculty Fellows Program will take place on Monday, September 14. Please refer to the inside of your packet regarding your pre-selected session(s). Times are not assigned and you may choose the time that best fits your schedule. Due the number of participants, work stations, and these being hands-on sessions, it is encouraged that you bring a laptop.
Monday, September 14

AM and PM: Coffee and lights snacks available in MGH 206

Concurrent Sessions offered and repeated.

9:00 – 10:30 CONCURRENT SESSIONS

MGH 030  Beginning Canvas LMS – Part 1
Beth Lytle, UW-IT Learning Technologies
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.

MGH 044  Introduction to Teaching Technologies at UW
Robyn Foshee, UW-IT Learning Technologies
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.

10:30 – 10:40 BREAK

10:40 – 12:10 CONCURRENT SESSIONS

MGH 030  Introduction to Panopto
Stephen Reinertson, UW-IT Learning Technologies
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.
MGH 044  *Introduction to Teaching Technologies at UW*
Robyn Foshee, UW-IT Learning Technologies

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.

OUGL 102  *Beginning Canvas LMS – Part 2*
Jake Kulstad, UW-IT Learning Technologies

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.

12:15 – 1:15  Lunch: Pick up in MGH 206

1:20 – 2:50  **CONCURRENT SESSIONS**

MGH 030  *Beginning Canvas LMS – Part 1*
Virginia Williams, UW-IT Learning Technologies

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.

MGH 044  *Clickers and Classroom Response*
Beth Lytle, UW-IT Learning Technologies

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.
Introduction to Panopto
Jason Smith, UW-IT Learning Technologies
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.

2:50 – 3:00 BREAK

3:00 – 4:30 CONCURRENT SESSIONS

MGH 030 Beginning Canvas LMS – Part 2
Robyn Foshee, UW-IT Learning Technologies
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.

MGH 044 Intermediate Canvas – Grading in Canvas
Virginia Williams, UW-IT Learning Technologies
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.