Tuesday, September 6: Tri-Campus

9:00 – 9:30  *Packet pick-up in Mary Gates Hall Rm. 389 Lobby*

9:45 – 10:20  Welcome to Teaching at UW
MGH 389  *Beth Kalikoff, Director, Center for Teaching and Learning (UWS)*
*Rickey Hall, Vice President & Chief Diversity Officer, Office of Minority Affairs & Diversity (UWS)*
*Ed Taylor, Vice Provost and Dean, Undergraduate Academic Affairs (UWS)*

10:20 – 10:30  Break

10:30 – 11:45  Plenary: Learning Histories & Teaching Futures
MGH 389  *Moon-Ho Jung, Dept. of History, College of Arts and Sciences (UWS)*
*Anu Taranath, Dept. of English, College of Arts and Science; Comparative History of Ideas Program (UWS)*
*Christine Stevens, Nursing & Healthcare Leadership (UWT)*
*Gino Aisenberg, Associate Dean, Diversity and Student Affairs, The Graduate School (UWS)*

The president & provost refer to UW as a "T1" university, meaning an R1 that values innovative, evidence-based teaching. In this session, Senior Fellows and Gino Aisenberg reflect on their experience as students and on how that experience informs their teaching at UW. In doing so, they welcome new colleagues to join UW conversations about race & equity in the classroom, evidence-based learning, & teaching with technology.

12:00 – 1:20  University Libraries Lunch
Suzzallo-Allen Libraries Commons  The Libraries Faculty Fellows luncheon welcomes new instructors to the award-winning University Libraries. Eat and chat with librarians from your own campuses about ways you can partner with departmental librarian liaisons to support your teaching and research while learning how to use what each campus has to offer to the fullest.

1:30 – 2:45  **CONCURRENT SESSIONS**

MGH 231  Getting Off to a Good Start
*Moon-Ho Jung, Dept. of History, College of Arts and Sciences (UWS)*
*Mehran Mesbahi, Dept. of Aeronautics & Astronautics, College of Engineering (UWS)*

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  Good Learning/Less Time: Using Rubrics  
David Goldstein, School of Interdisciplinary Arts & Sciences (UWB)  
Matt McGarrity, Dept. of Communication, College of Arts and Sciences (UWS)  
How do we maintain good assignments in increasingly large courses without drowning in the tides of grading? Rubrics offer one option. Rubrics are the criteria and categories used for grading an assignment; they can be simple check lists, or more elaborate category lists. When used well, rubrics can sharpen your sense of what students should focus on in their assignments, increase the transparency of your grading criteria for students, improve the quality of student work, and reduce the amount of time spent with that stack of papers.

MGH 271  How Can Technology Enhance Student Learning  
Erin Hill, School of Science, Technology, Engineering & Mathematics (UWB)  
Dian Million, Dept. of American Indian Studies, College of Arts and Sciences (UWS)  
Technology used for the sake of technology can fall flat, but technology linked to learning goals and outcomes can increase student learning and engagement. This session offers examples of technologies used in our (Physics, American Indian Studies) courses and what learning goals they advance. It also workshops ways you might integrate technology into your courses, with the goal of increasing student engagement and learning.

3:00 – 4:15  CONCURRENT SESSIONS

MGH 231  Success Strategies for New Faculty: Off to a Good Start  
Jim Pfaendtner, Dept. of Chemical Engineering, College of Engineering (UWS)  
Anu Taranath, Dept. of English, College of Arts and Sciences; Comparative History of Ideas Program (UWS)  
Looking for some tips to ride the waves of your first few years as a faculty member? This workshop covers strategies to improve your productivity, effectiveness, and well-being. We offer practical tips (e.g., how to effectively network with your colleagues) and discuss issues that are notoriously challenging for faculty (e.g., setting clear and concrete writing goals). We also present characteristics of new faculty members that researcher Robert Boice calls “quick starters,” those who develop strong research and teaching records relatively early in their careers.
The Art of Lecture

Rebecca Aanerud, School of Interdisciplinary Arts and Sciences (UWB)
Stuart Reges, Dept. Computer Science and Engineering, College of Engineering (UWS)

Whether you are teaching a large lecture class or a relatively small class, there are times when you will want to present material in a lecture format. This session covers strategies for successful lectures: how to keep them interactive (even in a large class); how to cover the material necessary and still have time for student questions and comments; how to know if students are understanding the material during the lecture. This session also engages issues such as organization, working with TAs, technology, exams, etc.

Including Undergraduates in Your Teaching and Research

Rick Bonus, Dept. of American Ethnic Studies, College of Arts and Sciences (UWS)
Christine Stevens, Nursing & Healthcare Leadership (UWT)

In this session, we discuss opportunities to involve undergraduate students in research projects in the classroom and in your research program. The topics include multiple ways to support undergraduate students in research, benefits for students and faculty, how faculty can highlight this work in their promotion portfolios, and resources at UW that support student and faculty collaborations in research projects.
Wednesday, Sept. 7: Tri-Campus

9:00 – 11:45  Group A: Teaching Reflection - Refer to the PINK sheet for your room assignment
Watching colleagues teach can bring a fresh perspective to our own classroom approaches. This session offers a multi-disciplinary peer mentoring experience where seasoned and newer instructors 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. 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 each of the following time slots

9:00 – 10:15

MGH 238  Academic Integrity
Elizabeth Lewis, Community Standards & Student Conduct (UWS)
Jim Pfaendtner, Dept. of Chemical Engineering, College of Engineering (UWS)
Beth Kalikoff, Center for Teaching and Learning (UWS)
This session focuses on academic education research, policy, practices, & resources. After briefly reviewing research on why students cheat, participants consider evidence-based and equitable best practices that prevent academic misconduct. Participants also discuss local case studies and review UW policy on academic misconduct, as well as resources--on each UW campus--to consult when you think one of your students has cheated.

MGH 234  Facilitating Small Group and Seminar Discussions
Christina Fong, Dept. of Management and Organization, Foster School of Business (UWS)
Moon-Ho Jung, Dept. of History, College of Arts and Sciences (UWS)
This session explores general approaches and specific strategies that we might use to generate engaged and engaging classroom discussions. Most of our time is devoted to sharing and discussing ideas, experiences, fears, and questions.
10:30 – 11:45

**MGH 234**  
**Equity in the Classroom**  
*Michelle Liu, Dept. of English, College of Arts and Sciences (UWS)*  
*Anu Taranath, Dept. of English, College of Arts and Sciences; Comparative History of Ideas Program (UWS)*  
*Ben Wiggins, Dept. of Biology, College of Arts and Sciences (UWS)*  
Like other humans, students have a broad range of experience with instructors and students who are international & multilingual, who are from underrepresented groups, or who are people of color. Moments of bias or exclusion take place, no matter what the course. These moments impede teaching, learning, & mentoring.

What are the instructor’s opportunities & responsibilities in the moment (or afterwards)? What if the instructor experiences bias—or unwittingly conveys it? Session facilitators offer multi-disciplinary examples and then, with participants, generate a collection of strategies & practices that support equity in the classroom.

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**MGH 238**  
**Teach Local! Use Evidence from Your Classroom to Inform Teaching Decisions**  
*David Goldstein, School of Interdisciplinary Arts and Sciences (UWB)*  
*Ken Yasuhara, Office for the Advancement of Engineering Teaching and Learning (UWS)*  
No matter how much research and theory your teaching practices are based on, successful learning is unavoidably dependent on local context—on this term’s cohort of students, on the courses they’ve taken, on the department you teach in, on your teaching style, on other factors. This session focuses on formative assessment methods—ways you can efficiently collect and analyze evidence from your students to improve your teaching.

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12:00 – 1:00  
**Lunch: Pick up in MGH Commons**

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1:15 – 4:00  
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**Group A: Select ONE session from below**

**2:45 – 4:00**

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4:15 – 6:00  **Reception at the Center for Teaching and Learning**
GRB 100
### Thursday, September 8: Seattle Campus

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<th>Time</th>
<th>Event</th>
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<td>9:00 – 10:15</td>
<td>Back to the Future&lt;br&gt;<strong>MGH 241</strong>&lt;br&gt;<strong>Jayadev Athreya, Dept. of Mathematics (S, 2015)</strong>&lt;br&gt;<strong>Adam Blank, Dept. of Computer Science and Engineering (S, 2014)</strong>&lt;br&gt;<strong>Olivia Gunn, Dept. of Scandinavian Studies Seattle (S, 2015)</strong>&lt;br&gt;<strong>Ira Kantrowitz-Gordon, Dept. of Family &amp; Child Nursing (S, 2014)</strong>&lt;br&gt;<strong>Thelma Madzima, School of Science, Technology, Engineering &amp; Mathematics (UWB, 2015)</strong>&lt;br&gt;Faculty Fellows from 2014 and 2015 return to tell you the view from one or two years out, including reality-based success strategies, the best advice they never got, and what not to do. Lots of questions and answers.</td>
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<td>Break</td>
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<td>Health &amp; Wellness at UW&lt;br&gt;<strong>MGH 241</strong>&lt;br&gt;<strong>Shannon Bailie, Health and Wellness (UWS)</strong>&lt;br&gt;<strong>Christopher Campbell, Dept. of Urban Planning &amp; Design, College of Built Environments (UWS)</strong>&lt;br&gt;<strong>Laura Little, Dept. of Psychology, College of Arts and Sciences (UWS)</strong>&lt;br&gt;Undergraduates, graduate students, and instructors sometimes experience health challenges that can have an impact on their success. After briefly reviewing the top ten health challenges reported by students, this session focuses on ways UW faculty members can support student health without going beyond their portfolios or expertise. It also touches on practices and resources that support the faculty health and wellness. Topics may include fatigue, temporary or chronic conditions, alcohol and other drug use, relationships and interpersonal violence, and mental health. Participants emerge with a sense of evidence-based best practice, UW’s approach to health &amp; wellness, and campus resources.</td>
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<td>11:45 – 12:45</td>
<td>UW-IT Learning Technologies Lunch: Bridging Technology and People&lt;br&gt;<strong>OUGL 220</strong>&lt;br&gt;Join the Learning Technologies staff for a conversation about how technology tools can support your teaching goals. We'll introduce you to the resources available to you and your students from UW-IT and our network of campus partners. You’ll have the chance to meet our staff and learn how we can support you throughout the year.</td>
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1:00 – 2:00 CONCURRENT SESSIONS

MGH 251  Everyone is Talking about Teaching As If New Faculty Members Have Nothing Else to Do
AJ Boydston, Dept. of Chemistry, College of Arts and Sciences (UWS)
Ralina Joseph, Dept. of Communication, College of Arts and Sciences (UWS)
The Faculty Fellows Program introduces participants to teaching at UW and to resources that support teaching. Yet: how do you carve out time to teach effectively while writing grant proposals that fund your research? This session identifies efficiencies and resources that allow faculty members in all fields to do both.

MGH 271  Mentoring and Working with Graduate Students
Hedy Lee, Dept. of Sociology, College of Arts and Sciences (UWS)
Jim Pfaendtner, Dept. of Chemical Engineering, College of Engineering (UWS)
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 230  Building and Teaching Larger Classes
Ann Marie Borys, Dept. of Architecture, College of Built Environments (UWS)
Jasmine Bryant, Dept. of Chemistry, College of Arts and Sciences (UWS)
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.
2:15 – 3:15  Career Trajectories: Tenure-Track and Tenured
MGH 241  Chad Allen, Associate Vice Provost for Faculty Advancement, Office of the Provost (UWS)
Judith Howard, Divisional Dean for Social Sciences, College of Arts and Sciences (UWS)
Gregory Korshin, Dept. of Civil and Environmental Engineering, College of Engineering (UWS)
This session focuses on professional campus-wide policy around tenure and promotion while offering information about policy and practice within the College of Arts and Sciences and the College of Engineering. While the session doesn’t “cover” every UW department or college, it previews conversations and questions at the department level, answers questions, and refers participants to relevant resources.

MGH 242  Career Trajectories: Promotion-Eligible Lecturers
Christina Fong, Dept. of Management and Organization, Foster School of Business (UWS)
Matt McGarrity, Dept. of Communication, College of Arts and Sciences (UWS)
Mary Pat Wenderoth, Dept. of Biology, College of Arts and Sciences (UWS)
This session focuses on career development for promotion-eligible lecturers, including campus-wide policy and practices for review and promotion. While the session doesn’t “cover” every UW department or college, it previews conversations and questions at the department level, answers questions, and refers participants to relevant resources.

3:30 – 4:00  What’s Next
MGH 241  Senior Fellows
Participants discuss with Senior Fellows their questions and perspectives on teaching at UW. Faculty Fellows reunion programs (with lunch) are previewed, along with other opportunities to stay in touch with each other, with the Senior Fellows, with Learning Technologies, the UW Libraries, and with the Center for Teaching & Learning.