VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

Husky Experience: Innovations in Preparing New Faculty and New Students

For information only.

BACKGROUND

Husky Experience

The Husky Experience encompasses the transformative educational experiences—inside and outside the classroom—that help our students discover their passions in life and work, become independent thinkers and citizens, and gain the skills that lead to meaningful and rewarding lives and careers.

The Husky Experience defines a partnership between each individual student and the university. It takes the whole campus working together to help students gain more. Through this initiative, it is our hope that graduates of this university have strong skills and deep understanding not only in their chosen discipline, but in five specific areas: critical thinking and research skills, career strategy, cultural competence, leadership ability, community engagement and health and wellness.

Faculty Fellows Program

For more than twenty years, the University of Washington Faculty Fellows Program has invited new faculty, both on the tenure and promotion track, from UW Bothell, Seattle, and Tacoma to actively participate in workshops and plenary sessions that acclimate them to the UW culture and prepare them for teaching.

Senior Fellows – faculty who have received the Distinguished Teaching Award – work with staff in the Center for Teaching and Learning (CTL) help to craft the agenda and mentor new faculty. Campus partners, including the University Libraries and UW-IT Learning Technologies, contribute to a range of workshop topics, including the following:

- Inclusive teaching
- Leading classroom discussions
- Teaching large lecture courses
A. Academic and Student Affairs Committee

Husky Experience: Innovations in Preparing New Faculty and New Students (continued p. 2)

- Class technology, which encompasses “flipping the classroom” techniques and discussions of hybrid and online learning
- Involving undergraduates in teaching and research
- Doing interdisciplinary work

Number of Faculty Participants

- 2003  102
- 2004  68
- 2005  72
- 2006  86
- 2007  84
- 2009  no program; offered workshops to interested new faculty
- 2010  88 (included new faculty hired in 2009)
- 2011  60
- 2012  71
- 2013  102
- 2014  93
- 2015  120

Ongoing Learning Opportunities

After the Faculty Fellows Program in September, there are follow up meetings in early Winter and Spring quarters. Faculty submit topics for discussion and share what they have learned in their first weeks on campus. In addition, all instructors, including new faculty, are invited to participate in other learning opportunities through the Center for Teaching and Learning. These include In Practice Workshops, Learning Communities, and working with a CTL Instructional Consultant.

University 101

For decades, the University of Washington has provided an on-campus orientation programs for all incoming undergraduates. Over the years, orientation has grown and diversified, including orientation for parents and families and offerings specifically tailored to transfer students and international students.
While First Year Programs was in the process of evaluating student engagement during Advising & Orientation, Dr. Matt McGarrity, a faculty member in the department of Communication, wanted to create enhanced communications with first year students. Matt had a vision to create a Massive Open Online Course (MOOC) to help all students understand how to successfully navigate a large research university.

First Year Programs, Dr. McGarrity, and the Office of the Provost collaborated and together created University 101 (U101), a series of pre-orientation modules for all incoming students to learn about and engage with the university before they attend their summer on campus Advising & Orientation (A&O) session.

“Flipping” Orientation

U101 is a self-guided, online course that prepares students for their on-campus A&O session and assists in their transition to the University of Washington. U101 helps students understand how universities work and what they can do to maximize their learning and connections.

Through U101, students have access to videos of current students, faculty, and professional staff members who present important information about the UW. Students engage with the course through Canvas, answering reflection questions and becoming familiar with important terms and resources. The course includes 24 videos and takes, on average, two and a half hours to complete.

Because of U101, students arrive on campus with a level of knowledge that allows for activities and presentations at A&O to be more in depth and engaging. Instead of being overwhelmed by information during orientation, students can start to make sense of how the University works and how to make the most of their time here.

Module Themes

- The UW
- Your Role as a Student
- Your Undergraduate Degree
- Financing Your Education
- Living On & Off Campus
A. Academic and Student Affairs Committee

Husky Experience: Innovations in Preparing New Faculty and New Students (continued p. 4)

- Campus Life & Involvement

U101 Outcomes and Next Steps

During Advising & Orientation 2015 (the first year for U101), there was a 10% increase in the numbers of students registering for a full schedule of classes at orientation; 93% of students registered for at least one class. In addition, 90% of students confirmed that U101 videos and content were consistent with messages they received during Advising & Orientation.

For 2016, First Year Programs will invest in new technology for U101 that will have enhanced tracking features. In addition, new modules will be added specifically for transfer students and international students.

#ThriveUW

Each week during the 2015-16 academic year, first year students at the Seattle campus receive a #ThriveUW message through MyUW mobile. The messages – crafted by experienced students, advisers and faculty – are tips and resources designed to help new students make the most of their time at UW.

#ThriveUW grew out of a conversation in Summer 2014 about how and when we should provide career guidance to first-year students. These collaborators realized there needs to be a lot of scaffolding – about self, about academic options, about passion and commitment – before formal career conversations could begin. The decision to streamline messages to new students was solidified by survey data indicating that students often did not know about resources and opportunities until it was almost too late.

Engaging Student Leaders

#ThriveUW messages build upon work that many around campus are already doing, including First Year Programs, Residential Life, University Libraries, Academic Advising, and the Career Center. In May 2015, the #ThriveUW coordinating group implemented an event with over 300 student leaders, many of them Resident Advisers and First Year Interest Group Leaders, to discuss how they could incorporate the messages into their work with first year students.
VII. STANDING COMMITTEES

A. Academic and Student Affairs Committee

**Husky Experience: Innovations in Preparing New Faculty and New Students** (continued p. 5)

**Technology and Social Media**

Thanks to collaboration with UW-IT, #ThriveUW is part of the newly revamped mobile version of MyUW. Each week, the message appears at the top of the mobile app, along with the more traditional MyUW information like class schedule and tuition due dates.

The #ThriveUW hashtag was included in order to create community and allow students themselves to provide additional context and ideas. You can see more at: https://tagboard.com/ThriveUW/225856

1. Autumn 2015 #ThriveUW messages
2. Screen shot of a #ThriveUW message on mobile MyUW

**Residential Life and the Husky Experience**

On-campus residential communities are intentionally designed to offer students support and opportunities to engage in campus life. Housing & Food Services (HFS) recognizes the powerful potential of these residential communities to have an impact, especially on first-year students, and uses the Husky Experience framework to guide our work with students. Given that the majority of the freshmen class lives in residence, reinforcing the four key ideas – identity; choices; relationships; and trajectory – in the programs and services provided by HFS further cements the Husky Experience messages that students receive from the beginning of their relationship with the UW.

Residence hall staff play a critical role in reinforcing the framework through their interactions with residents. Consequently, HFS focuses staff selection and training of Resident Advisers and Resident Directors on the Husky Experience concepts as well as on specific strategies for influencing students to make the most of their time while at the UW. RAs create opportunities for residents to explore and discover in a supportive environment so they are better able to establish their identity, make thoughtful choices, develop meaningful relationships and determine their trajectory.

Resident Advisers are asked to articulate their own Husky Experience and are provided resources to understand how holding the position of RA contributes to their individual development. In this way, RAs not only see
A. Academic and Student Affairs Committee

Husky Experience: Innovations in Preparing New Faculty and New Students (continued p. 6)

great benefit from holding the position, but they are in an informed position to support other students.

Attachments
1. 2015 Faculty Fellows Program Schedule
2. A First Year Student’s Path Into the Husky Experience (U101)
3. #ThriveUW Messaging, Autumn 2015
4. #ThriveUW Message Screenshot on Mobile MyUW
5. Residential Life – Integrating the Husky Experience in our Work
6. Husky Experience Faculty Bios
7. Husky Experience Student Bios
**2015 Faculty Fellows Program Schedule**

**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*

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**
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

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.

3:00 – 4:15  CONCURRENT SESSIONS

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 develop 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 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.

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
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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 allow 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 McGarrity, 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.
**OUGL 102  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.
A FIRST-YEAR STUDENT’S PATH INTO THE HUSKY EXPERIENCE

Being able to navigate the institution, take classes that advance one’s academic goals, develop friendships and find a sense of belonging are integral to a student’s ability to thrive in their first year and persist through to graduation. Here are some ways First Year Programs and Undergraduate Academic Affairs Advising contribute to student success.

U101: MAKING THE MOST OUT OF ADVISING AND ORIENTATION

New for 2015, University 101 (U101) is a series of interactive, online modules that prepare students for orientation and make sure all students have equal knowledge about how college works. U101 helps first year students, specifically first-generation college students, define terms and begin to articulate their goals. On-campus orientation builds on U101 material through additional small group opportunities and interactive components.

ADVISING & ORIENTATION
Summer Advising and Orientation sessions lay the groundwork for continuing to connect students to their academic home and the UW community when they arrive for fall quarter.

DAWG DAZE
Dawg Daze programming — everything from “How to Succeed in CHEM 142” to the “HUB Crawl” — provides a dynamic all-student week of welcome from the entire campus.

FIRST YEAR INTEREST GROUPS (FIGS)
FIGs are peer-guided learning communities in which small groups of students take clustered classes together during their first fall quarter at the UW.

FIGs help students build a strong academic focus, find their community and explore professional pathways.

UNDERGRADUATE ADVISING
Students continue their relationship with their assigned adviser, exploring opportunities and making academic plans.

COMMUTER COMMONS
Students who commute to campus find a “home away from home” at the Commuter Commons.

FIG QUICK FACTS

3,300
Number of first year students — about 50% of all first year students — enrolled in the FIG program

130
Upper-division students are FIG leaders

45
Departments offer courses as part of FIGs

28
Years since the FIG program started

22
Students make up the average FIG class size
(2014 data)

FUN FIG FACT

Alexes Harris, associate professor of sociology, was a FIG leader when she was a UW undergraduate.
Module 1. Start Here

- Module 1. Welcome to U101!
- 1.1 Structure of U101
- Module 1 Activity/Reflection Question

Module 2. The University of Washington

- Module 2. The University of Washington
- 2.1 The Undergraduate Student Experience
- 2.2 The Faculty
- 2.3 The Structure of the UW
- Module 2 Review
- Module 2 Activity/Reflection Question

Module 3. Your Role as a Student

- Module 3. Your Role as a Student
- 3.1 Registering for Classes
- 3.2 Study Skills
- 3.3 Faculty Expectations
- 3.4 Library Resources
- 3.5 Academic Resources

4.1 Learning in College

4.1 Learning in College (Vimeo)

University Honors Program

The Honors Program at the University of Washington is an interdisciplinary program for undergraduates. Students can program within their majors, or as a combination of the two. Students may apply to the Program as new freshmen, at
More connected to the UW: 86.4% agreement, 94.1% strongly agree.

More prepared to begin A&O: 90.0% agreement, 95.5% strongly agree.

More confident utilizing Canvas: 90.5% agreement, 95.2% strongly agree.

Average time to complete U101: 2:37

Said U101 was worth the time it took to complete: 50.2% agreement, 95.2% strongly agree.

U101 made me feel...
<table>
<thead>
<tr>
<th>Week 1</th>
<th>September 28 - October 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Welcome to the UW!</strong></td>
<td></td>
</tr>
<tr>
<td>We're excited you're here and want you to have a great first year.</td>
<td></td>
</tr>
<tr>
<td>Each week you will receive a message here — crafted by experienced students, advisers and faculty — to help you make the most of your time at the UW.</td>
<td></td>
</tr>
<tr>
<td>We'll share tips and resources, and suggest ways of connecting to the UW community. Get ready to #ThriveUW!</td>
<td></td>
</tr>
<tr>
<td><strong>Making connections</strong></td>
<td></td>
</tr>
<tr>
<td>Meeting others is a great way to put down roots at the UW. And the friends you make here will enrich and shape your college experience.</td>
<td></td>
</tr>
<tr>
<td><strong>Try this:</strong></td>
<td></td>
</tr>
<tr>
<td>Attend three Dawg Daze events that interest you. Don't be afraid to introduce yourself — Groups from all over campus are excited to have first year students join their activities.</td>
<td></td>
</tr>
<tr>
<td><strong>Learn more:</strong></td>
<td></td>
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<tr>
<td>UW Dawg Daze, U101: Finding Your Place</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>October 5-9</th>
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<tbody>
<tr>
<td><strong>Learning happens everywhere!</strong></td>
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<tr>
<td>Student organizations, campus events and volunteering are just some of the ways you can build skills and develop yourself beyond the classroom.</td>
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<tr>
<td><strong>Try this:</strong></td>
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<tr>
<td>Look for engaging activities that also have a strong, welcoming community. You'll want to learn and grow from the people around you.</td>
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<tr>
<td><strong>Learn more:</strong></td>
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<tr>
<td>Student Activities Office, Kelly Ethnic Cultural Center, IMA</td>
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<tr>
<th>Week 3</th>
<th>October 12-16</th>
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<tbody>
<tr>
<td><strong>Librarians: Academic Superheroes!</strong></td>
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<tr>
<td>Need help with research? Librarians are experts at finding answers and navigating and evaluating information resources.</td>
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<tr>
<td><strong>Try this:</strong></td>
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<tr>
<td>Consult with a librarian for help in formulating a research topic or getting started on your writing. Visit the Odegaard Writing and Research Center.</td>
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<tr>
<td><strong>Learn more:</strong></td>
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<tr>
<td>Contact a Librarian, Odegaard Writing and Research Center</td>
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<tr>
<th>Week 4</th>
<th>October 19-23</th>
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<tr>
<td><strong>Study Smarter, not Harder</strong></td>
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<tr>
<td>Studying well doesn't always come naturally, but it's not an impossible skill to master.</td>
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<td><strong>Try This:</strong></td>
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<tr>
<td>Pro tips from UW Faculty: attend all classes, review lecture notes promptly, join a study group (meet 90 mins/week), and become comfortable asking for help. Try forming a study group or attending office hours — both are a great way to deepen your understanding of course material.</td>
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<tr>
<td><strong>Learn more:</strong></td>
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<tr>
<td>UW CLUE study tips, U101: Study Skills</td>
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### Week 5
**October 26-30**

**Advisers can Help!**
Need help clarifying interests and goals? Want more information on a course of study? Partner with a general or departmental adviser to shape your academic career!

**Try this:**
Drop in or make an appointment to see an adviser. Questions you could ask: How do I choose classes if I’m thinking about multiple majors? Are there ways to tell if a class will be good before enrolling?

**Learn more:**
- UAA Advising
- OMAD Advising

### Week 6
**November 2-6**

**Feeling Stressed?**
It's normal to feel anxious your first quarter. Thankfully, there are easy and constructive ways to help yourself feel better.

**Try this:**
Get good sleep, eat well, get exercise and get outside. Talk to friends and family. You can also try meditation or simple breathing exercises.

**Learn more:**
- Guided audio relaxation sessions
- Tips for getting good sleep
- Get help at UW Health and Wellness

### Week 7
**November 9-13**

**Let Curiosity be Your Guide**
What intrigues you? What do you care about? Curiosity is at the heart of learning, so tune in and follow where it leads!

**Try this:**
Identify a social or global issue that interests you. Imagine what you would do if you could do anything for a year. Launch your quest — and possibly a rewarding career — with a related book, class or event.

**Learn more:**
- Adviser-recommended courses
- U101: How to Choose a Major
- UN list of global issues

### Week 8
**November 16-20**

**Roommate Issues?**
Living with someone can be fun but challenging. Doing it harmoniously requires communicating your needs, compromising and respecting differences.

**Try this:**
Take an online personality assessment and compare results with your roommate(s). What does life look like from their perspective? What did you learn? Share something useful you discovered using #ThriveUW.

**Learn more:**
- HFS Tips on Living with Others
- Meyers-Briggs Personality Test

### Week 9
**November 21-25**

Thanksgiving break:
No message sent

### Week 10
**November 30 - December 4**

**Money, Money, Money**
Dining dollars dwindling? Coffee consuming cash? Now's the time to get a handle on your finances.

**Try this:**
Track your spending for a week. Then create a realistic budget (see tips below). Share your favorite money-saving strategy using #ThriveUW.

**Learn more:**
- U101: Budgeting in College
- 6 Money Tips for Students

### Week 11
**December 7-11**

**You’re Almost There!**
Finish the quarter strong by making healthy habits a priority. Research has shown that better sleep = better exam grades. Take care of yourself and your brain will thank you.

**Try this:**
Aim for 7-8 hours of sleep a night. Take 10 minutes to recharge every hour. Snack smart for brain power. And when you're done, celebrate! Share your celebration selfie using #ThriveUW.

**Learn more:**
- Sleep linked to higher test scores
- Prepare for tests

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**#ThriveUW webpage:** [http://bit.ly/ThriveUW](http://bit.ly/ThriveUW)  |  **Email:** thriveuw@uw.edu
**Aug 22 - Sept 26**

*Autumn break*

**Sept 27 (Friday)**

*Instruction Begins - Autumn Quarter*

View all events

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**#ThriveUW**

**Making Connections**

Meeting others is a great way to put down roots at the UW. And the friends you make here will enrich and shape your college experience.

**Try This**

Attend three Dawg Daze events that interest you. Don’t be afraid to introduce yourself—Groups from all over campus are excited to have first year students join their activities.

**Learn More**

UW Dawg Daze
U101: Finding Your Place

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**Autumn 2013 Courses**

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<th>MON</th>
<th>TUE</th>
<th>WED</th>
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<th>FRI</th>
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<tr>
<td>12p</td>
<td>ENGL 207 A</td>
<td>ENGL 207 A</td>
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Residential Life—Integrating the Husky Experience in our work

1. Launched and operated a new living-learning community in Lander Hall designed around the Husky Experience framework:
   • Objectives for the FYHE LLC: “The First Year Husky Experience Community provides students with opportunities to make the most of their first year and chart a path of success for their experience at the University of Washington and beyond. Students will be encouraged to explore identity, choices, relationships and trajectory through one-on-one interactions with staff, facilitated connections between residents, opportunities to interact informally with faculty and University staff, intentional social and educational activities, and leadership opportunities in a safe, inclusive and academically supportive community”

2. Utilized the Husky Experience principles in revising the Residential Life mission and unit goals:
   • Example Residential Life unit goal: “Encourage an understanding of the impact of personal choices on self and others”

3. During autumn Resident Adviser training there was a session focused on the Husky Experience, specifically outlining the “More” in terms of developing a broad skill set, insights and knowledge that provide the foundation for success.

4. Updated all Resident Adviser recruitment materials to reflect Husky Experience principles:
   • “Elevate Your Husky Experience” was the primary message on all recruitment materials

5. Revised the Resident Adviser application questions to encourage applicants to reflect on their own Husky Experience thus far, and how the Resident Adviser position supports their future trajectory.
   • Example question: “Helping students make intentional choices regarding how to maximize their time while at UW is an important focus for Residential Life staff:
     o Describe three (3) actions that you would advise students to do to make the most of their UW experience, and describe why you believe each action is important
     o Please share one choice you have made to maximize your time as a student at UW and describe what you have learned as a result of making this choice.”

6. A small group of Residential Life staff worked to revise the Resident Adviser interview questions that were written to reinforce Husky Experience principles.
   • Example question: “Please tell us about a time that you helped someone else identify or commit to a goal. As an RA, what steps do you think would be important in helping a student clarify their UW and career goals?”
7. A small group of Resident Directors was tasked to integrate Husky Experience themes throughout the Spring Quarter Resident Adviser Training Class curriculum.
   - For example, the class session discussing community development teaches RA candidates how to ask specific questions of residents to help them understand how their behavior may impact their future trajectory.
   - In completing the class wrap-up, 100% for the students were able to articulate the four Husky Experience principles of identity, choices, relationships, and trajectory.

8. Autumn Resident Survey results are presented on the HFS website utilizing Husky Experience themes. For example: **Trajectory**

   *Residents reported about how living on campus has prepared them for their lives in the future.*

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<tr>
<th>Living in my community has...</th>
<th>Agree/Strongly Agree</th>
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<tbody>
<tr>
<td>Enhanced my ability to live independently.</td>
<td>87.8%</td>
</tr>
<tr>
<td>Enhanced my ability to live with others.</td>
<td>87.0%</td>
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9. All information regarding living-learning communities was updated on the HFS website to reflect the Husky Experience themes:
   - “Living Learning Communities support a diverse array of students who have a shared desire to dive into their Husky Experience with focus and intention. Through the guidance of thoughtfully selected and strategically trained residential life staff, students in Living Learning Communities are encouraged and challenged to explore how their unique interests influence, contribute to and intersect with their identity, relationships, choices and trajectory.”

10. Residential Life collaborated with HFS Human Resources to outline competencies for both the Resident Adviser and Assistant Resident Director positions utilizing Husky Experience concepts.

11. Resident Directors are trained to incorporate Husky Experience principles of relationships and choices in their conduct meetings and hearings with students.

12. New and returning Resident Advisers were required to attend the *UW Thrive* event during Spring Quarter in the HUB.
Matt McGarrity
Principal Lecturer, Communication

Matt McGarrity, Principal Lecturer, teaches undergraduate and graduate courses in public speaking, argumentation, classical rhetoric, rhetorical criticism, and communication pedagogy. He founded and continues to direct the University of Washington Speaking Center, which offers speech coaching to students. His research and publishing focuses on communication education and public speaking. He has won a number of teaching awards, including UW’s Distinguished Teaching Award, Toastmaster’s Communications & Leadership Award, and the National Speakers’ Association’s Outstanding Professor Award. His free online public speaking class has reached 500,000 students in over 170 countries.
LaShawnDa Pittman
Assistant Professor, American Ethnic Studies

As an urban poverty ethnographer, Dr. Pittman’s research focuses primarily on the coping experiences of socially marginalized women, including Black women living with HIV/AIDS and low-income, urban Black grandmothers caring for their grandchildren. She is currently focusing on three distinct but interrelated aspects of grandparent caregiving: (1) Her forthcoming book, *Coerced Mothering: Caregiving and African American Grandmothers* examines the coercive forces that compel grandmothers to provide care under the harshest conditions and affiliated questions concerning individual coping responses, institutional and familial barriers and resources; (2) recent manuscripts investigate the structural lag between grandparent-headed households and safety net programs; and (3) a mixed methods project utilizing qualitative and biomarker methodologies examines the stress-mediated health impacts of low-income, African American grandmothers raising their grandchildren. This innovative design approach offers the potential for clarifying the sequence events from stressors to health markers, deepening understandings of the sources and mechanisms leading to health disparities, and for differentiating between person comparisons from within-person variations in response to stressors.
David Goldstein
Senior Lecturer, Interdisciplinary Arts & Sciences - UW Bothell
Director, UW Bothell Teaching and Learning Center

David Goldstein teaching courses at UW Bothell in American and ethnic studies, film, and literature as part of the Interdisciplinary Arts & Sciences program (UW Bothell's largest upper-division academic program). He is also the director of the UW Bothell Teaching and Learning Center, supporting colleagues in their teaching.

He has this to say about his own teaching:
“"I try to put students first; to use multiple, complementary pedagogical methods, including technology; to promote cooperation rather than competition in the classroom; to emphasize concepts rather than discrete facts; to remain flexible; to collaborate with colleagues in developing the most effective materials and methods; and to adapt to each student's and each class's particular constellation of skills and interests. I aim for an appreciation for complexity; our world is not simple. I am proud to be on a team of teachers who work hard to create educated, broad-thinking men and women.""

Dr. Goldstein served as a Visiting Scholar at Waseda University in Tokyo for the month of July 2015. Along with three colleagues from UW Seattle, he helped launch a Center for Teaching, Learning and Technology that will be jointly run by Waseda and the UW.
Sy Ruiz is a freshman looking to major in Business Finance with a minor in Political Science. He is an assistant at the Consulting and Business Development Center with the Foster School of Business.

Sy was born and raised in an agricultural based town in Yakima, Washington. Sy learned the importance of working hard and never expecting someone to do the work for him. His father and mother both came from Mexico with nothing but the clothes they were wearing, in order to give their kids a better life than theirs. Since then, his parents have started up two successful businesses in the Yakima Valley and taught their kids how to overcome any obstacles that might be in their way. His parents work ethic is reflected onto Sy’s passion to work and stay involved at the University of Washington. As a freshman, Sy keeps busy with his job in the Business Development Center and is actively involved in his fraternity that promotes brotherhood and scholarship. Sy is proud to be a first generation to college student, which is why he is a part of a club on campus called UW Pup Tours (UPT). The mission of UPT is to target elementary/middle schools in low income communities, and bring them onto campus for a day in order to give them hope that post high school education is possible. In the seven shorts weeks on campus, Sy has been able to develop strong connections, which have allowed him to shape his unique Husky Experience.
April Masters is a sophomore majoring in Early Childhood and Family Studies with a minor in Education, Learning, and Society. She is a Resident Advisor in Alder Hall and a First Year Programs Freshman Interest Group (FIG) Leader. April was raised in Texas, and has lived in Anacortes, Washington, for the past eleven years.

April learned the importance of family and support at a young age, as her twin brother passed away from brain cancer when they were only ten years old. Out of the hard times, she learned how to help others when they are need. She also gained her passion of working with kids and their families, especially those affected by related familial tragedies. One of her goals is to volunteer at Camp Periwinkle, which is a camp for patients affected by cancer. During her second year at UW, April has been able to use her passion by interacting with her residents in Alder and making sure that her students are having a smooth transition into the college atmosphere. Growing up, April was also very introverted. In her recently new positions, as well as involvement in other clubs including intramurals, she has been able to break out of her shell and become much more open to new experiences, even if they are challenging. She has used her past experiences, training from both the RA and FIG programs, and the help from coworkers in attempt to provide her students with a nurturing and educational start at UW.
Emma Miller is a Programing Resident Advisor (RA) in Haggett Residence Hall and a First Year Programs Freshman Interest Group (FIG) Leader. She is a sophomore majoring in Visual Communications Design, and double minoring in Education, Learning and Society and Nutrition. Emma is from Puyallup, Washington, where she lived from her first years in preschool to her senior year of high school.

Emma acquired an early taste of living independently when she choose to remain in Puyallup with close family friends to continue her leadership roles during her senior year, as her own family moved north 40 miles. Navigating the year away from her family, Emma truly realized the value of having a strong web of supportive people surrounding her. She went into her freshman year at UW knowing both the trials and merits of becoming more independent. Wanting to be able to support others like people supported her, during freshman year Emma volunteered as a Dream Project mentor, assisting high school seniors with their post-secondary planning, and as a Homework Helper for elementary students through the Pipeline Project. Through both experiences Emma had the opportunity to meet and get to know many extraordinary people. Inspired to broaden her involvement at UW, in her second year she became a RA and FIG Leader and has called upon her own personal experiences and knowledge, classroom education, and FIG leader and RA training resources to help incoming students enjoy the best possible start to their Husky Experience here at UW.