**Wednesday, September 5**

*AM: Coffee in JHN Lobby*

*PM: Coffee in MGH 271*

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**9:00 - 9:30**  
Packet pick-up and on-site registration in Johnson (JHN) Hall  
JHN Hall

**9:45 - 10:20**  
**Welcome**  
JHN 102  
Beth Kalikoff  
Director, Center for Teaching and Learning  
Associate Professor of Writing Studies

**10:20 - 10:30**  
**BREAK**

**10:30 - 11:45**  
**Plenary: Why we do what we do**  
JHN 102  
Colleen Craig, Chemistry  
Megan Francis, Political Science  
Bill Kunz, Communication, UW Tacoma

**12:00 - 1:20**  
**University Libraries Lunch**  
Suzzallo-Allen Libraries  
The Libraries Faculty Fellows luncheon welcomes new instructors to the award-winning University Libraries. Eat and chat with librarians from your 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 241**  
*Getting off to a good start*  
Moon-Ho Jung, History  
Mehran Mesbahi, 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 231**  
*Mentoring and working with graduate and undergraduate students*  
Alexes Harris, Sociology  
Heather D. Hill, Evans School of Public Policy and Governance

Students play a critical role in research and teaching at the UW. They look to faculty to advise them, in and outside of the classroom. 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 work effectively with undergraduates; and how to respond to (or avoid) potential conflicts and grievances.

**MGH 251**  
*Practices that support your teaching*  
Charlotte P. Lee, Human Centered Design and Engineering  
Chantel Prat, Psychology

This session covers strategies for improving your productivity, effectiveness, and well-being. We offer practical tips (e.g., providing focused feedback on student work, rather than writing all over their every assignment) and discuss issues that are notoriously challenging for faculty (e.g., not spending every waking moment on preparing for class). 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.

2:45 - 3:00  **BREAK**
CONCURRENT SESSIONS

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Preparing for Teaching Reflections on Sept. 6

Before you end your day, we ask that you kindly review the *yellow* sheet for instructions on how to prepare for your Teaching Reflection session. It is important that your phone or laptop be ready prior to your session to maximize the time and opportunity to have an engaging group discussion. We encourage you to record a short video and upload to confirm the proper steps. Please delete any test videos.
Thursday, September 6
AM & PM: Coffee in MGH 271

9:00 - 11:45  Teaching Reflections

- Rooms are pre-assigned. Refer to the *pink* for your assigned room.
  Names are listed by alphabetical order last name.
- Review the *yellow* sheet to better prepare you and minimize set-up time
- Material and instructions were provided in your welcome packet

Observing 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?

12:00 - 1:00  Lunch: Pick up in MGH Commons

1:15 - 2:30  CONCURRENT SESSIONS

MGH 234  Evidence-based best practices for student learning and engagement
Ian Schnee, Philosophy
Kristi Straus, Program on the Environment

President Ana Mari Cauce refers to the UW as a T1, meaning an R1 university where stellar, evidence-based teaching takes place. This session draws on the scholarship of teaching & learning & on discipline-based educational research to discuss practices that lead to increased student engagement and achievement.
Almost every college campus in the United States, including UW, has come to embrace and promote “diversity” and “inclusion.” We will interrogate the critical limits of that discourse and explore other ways to frame power and justice, within and beyond the classroom. How might we address and approach racial, gender, and sexual differences to make the university a generative site of political and social transformation?

In 2018, undergraduates are likely to be first-generation students who may work full-time and go to school part-time. They may live off-campus or out of town. Some take a quarter or two off, take care of children or parents. UW undergraduates include international/multilingual students, veterans, LGBTQ+, people of color, as well as other identities and backgrounds, some not visible. How do you create online, hybrid, and in-person learning environments that promote equity and access? In this workshop, we will discuss evidence-based practices that support all students.

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Friday, September 7
AM & PM: Coffee in MGH 271

9:00 - 10:15  Getting to know UW students  
MGH 241  
Undergraduate and graduate student panelists discuss their experience of teaching—and learning—at UW. After brief introductions, they’ll speak to the questions Faculty Fellows asked on September 5 via Poll Everywhere.

Moderator: Elba Moise, Education Learning Sciences and Human Development
Myrella Gonzalez, American Ethnic Studies; Education
Marcus Johnson, Communication
Emma Tibbits, International Studies; Asian Languages and Literature
Jeffrey Wu, Communication; minors in English and Diversity

10:15 - 10:25  BREAK

10:25 – 11:30  Faculty perspectives  
MGH 241  
What can you expect as a new UW faculty member? Hear from recently hired and promoted UW faculty members about their teaching and research experiences at UW. The panel will share 1 or 2 pieces of advice for new faculty and answer the questions you provided on September 5 via Poll Everywhere.

Moderator: Erin Hill, School of Science, Technology, Engineering and Mathematics
Corie Cobb, Mechanical Engineering
Jane Lee, Social Work
James Lin, International Studies
Cricket Keating, Gender, Women, and Sexuality Studies

11:40 - 12:50  Lunch with UW Learning Technologies  
OUGL 220  
Learning Technologies staff members want to know what’s on your mind. What tools do you currently use? What technologies interest you? What hurdles can Learning Technologies help you jump? This lunch conversation aims to spark ideas and think about your first year at UW.
1:00 - 2:15  **CONCURRENT SESSIONS**

**MGH 231  **Active learning in large lectures  
Lisa Coutu, Communication  
Colleen Craig, Chemistry

Incorporating active learning strategies in courses with 100, 200, and even 400 students can be challenging. This session invites instructors to consider ways to increase student engagement and faculty efficiency while focusing on student learning goals.

**MGH 241  **Everyone is talking about teaching as if new faculty members have nothing else to do  
David Domke, Communication  
Sarah Keller, Chemistry

The Faculty Fellows Program introduces participants to teaching at UW and to resources that support teaching. But how do you carve out time to do your research and creative work (which may include writing grant proposals)? This session identifies efficiencies and resources that allow faculty members in all fields to excel in their scholarship while teaching effectively.

**MGH 251  **Forming and managing group work  
Erin Hill, School of Science, Technology, Engineering and Mathematics

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 of the classroom. 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.

2:15 - 2:30  Break
2:30 – 3:45  **CONCURRENT SESSIONS**

**MGH 241**  
**Career trajectories: Tenure-track and tenured**  
Robert Stacey, Dean, College of Arts and Sciences  
Zelda Zabinsky, Professor, Industrial and Systems Engineering

This session focuses on 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 251**  
**Career trajectories: Promotion-eligible and promoted lecturers**  
Matt McGarrity, Communication  
Mary Pat Wenderoth, Biology

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.

3:45 - 4:30  **What’s next and wrap up**  
**MGH 241**  
Senior Fellows

Beth Kalikoff, Center for Teaching and Learning