José Antonio Bowen, Ph.D., FRSA.  
Author of *teaching naked*

*Winner of the Ernest L. Boyer Award (for significant contributions to American higher education) from the New American Colleges and Universities (2018) and the Frederic W. Ness Award, Best Book on Higher Education (2013) from the American Association of Colleges and Universities.*

## Planning a Campus Visit

I will customize and can best help you achieve your goals if I understand what outcomes you hope will follow my visit. Do you want to motivate better teaching, a new curriculum or higher retention? Are you preparing for accreditation or trying to stimulate more innovation? I will provide examples of lots of easy and practical innovations, but I also want to be your stealth advocate, and motivate change.

Keynotes or workshops can stand alone, be paired within a content group or mixed. While there is some obvious overlap, they are numbered by general topic:

- **Area 1** = Improving Teaching
- **Area 2** = Nudges and Student Success
- **Area 3** = Strategy, Assessment and Alignment

Sample abstracts and blurbs for each are in the accompanying document (#3).

I most often do a general keynote to build engagement and excitement, followed by interactive workshops (3-6 hours combined). I often also meet with chairs or administrators—to create incentives and nudges for faculty to follow-through. Pre- or post-online sessions can also be added. I can structure a fee and services depending on your needs. (If you think a campus music concert or workshop might also spread cost, I can also send a list of those (document #4.)

For example, if the desire is to get more faculty to focus on better teaching for changing students (and perhaps better use of technology), I’d do a teaching keynote (a or b) and workshop (c or d) together. The keynote will convince most faculty (and even a few curmudgeons) that there is value in learning about cognitive science and how technology has changed our students. It is largely about why pedagogy matters. There are also lots of examples and tips for how small and inexpensive pedagogical changes can improve learning and often disproportionately help first-generation students. The workshop is more interactive with specifics of how to design a unit or course. Faculty work at tables applying new techniques to their content.

These are flexible in length (I’ve done week-long course design workshops) and can be reversed in sequence. You could just schedule a single long workshop—whatever you think will bring out the audience. I have found that scheduling the workshop just after the keynote can drive more people to the workshop: some of the skeptical will decide there is something to this scholarship of teaching and learning and want to stay.
1. Improving Teaching and Curriculum

Here are two different frames I use to convince faculty that pedagogy matters. Each is presented with lots of practical and small techniques that can reengage students.

**Keynotes**

1a: **Teaching Naked: How Moving Technology out of your College Classroom will Improve Student Learning**
Technology, social media and gaming have changed students and their assumptions about face-to-face experiences. Practical tips to help students engage and recover the value of F2F.

1b: **The Brain in the Body: Using New Learning about Learning**
New research from behavior, brain and learning sciences on retrieval, elaboration, emotion, and discomfort offer techniques to design teaching where students will persist in the work.

**Workshops (2-3 hours: can be shorter or longer–even a week to redesign a course)**

1c: **Teaching Naked Techniques: A Practical Workshop on Designing Better Classes**
This is a practical and active workshop for faculty that distills the latest research on how students learn into tested techniques and best practices that work using the design model from Teaching Naked Techniques (see figure below).

1d: **Flipping 101: Designing Assignments and Activities for Massively Better Classes**
A slightly different frame of the same material in two parts:
- Part 1: Designing Homework Students Will Do
- Part 2: Designing Classes Students Will Attend

1e: **How Learning Outcomes, Rubrics and Metacognition can Help Your Students**
This is a Pre-Workshop for faculty new to SoTL (and often ready to reject).

1f: **Departmental or Curriculum Workshops**
Curricular reform can be easier when looking at a small segment of the curriculum, a single major, capstone or an introductory sequence.
2. Nudges & Student Success

I can focus this for a faculty audience, but it often better to have a wider campus audience, as many of the “nudges” to get students to study more involve scheduling, library hours and other policies.

Keynote
2a: Nudges, the Learning Economy and a New 3Rs: Redesigning for Student Relationships, Resilience and Reflection
A convergence of behavioral economics, neuro-science, and cognitive psychology provide new insight into how to “nudge” students to do the work only they can do.

Workshops
2b: Nudging Student Success and Integrating Learning Experiences
Now that you understand that sleep, water, exercise, eating and time matter most for learning (SWEET) and that relationships are a better prediction of retention, you can design procedures, schedules and LMS use that will influence behavior and help students take charge of their own learning. (See also 3d below.)

2c: Learning is S.W.E.E.T.: Designing Policies for Student Success
(A variation for student success audiences.)

2d: Developing Self-Regulated Learners Through Curricular Integration
(A variation for faculty that focuses on curriculum.)

2e: Learning Spaces: Technology, Architecture and Furniture
Classrooms that encourage learning can be a substantial nudge for both faculty and students to change how they approach classes and each other. See new classroom designs from other campuses.
3. Strategy, Assessment & Alignment

These sessions work best with some (prior) time with the senior team or the strategy planning group. The more I know about the key issues, the better I can advocate for alignment and systems on the ground that can deliver important goals.

*Interactive Sessions (that work as keynotes or longer workshops and can be mixed)*

**3a: Strategy as the Art of Sacrifice**
Strategy for more competitive times: what difficult and real choices must you make to distinguish your student experience and add value.

**3b: Assessment as Strategy: You are What You Measure**
We can rethink the value and use of assessment to create a culture that supports risk, evaluation and constant improvement.

**3c: Alignment as Strategy: You are What You Do**
If you can articulate what is distinctive about your institution’s mission, focus and outcomes, you then need to align resources and integrate services and experiences.

*Recommended Workshop: (90m or more) 3c is best combined with 2b (nudges)*

**3d: Alignment and Nudges as Strategy: You are What You Do**
Your distinctive mission, focus and outcomes should guide alignment of resources, integration of services and experiences, and how you design nudges.

*Further Workshops*

**3e: Motivating, Supporting & Nudging Change in Faculty**
Structures & tools for motivating and nudging faculty to change and take more risk.

**3f: Building Innovation into Campus Culture**
Creating structures, groups and pyramids to encourage collaboration and risk.

**Further Information**

CUSTOMIZATION Sessions will be combined and adjusted to fit your needs.
TIMING: Most sessions can be shortened or extended, although a few minimum lengths are noted for best results.
SET-UP: Workshops work best with round tables and not lecture seating.
SIZE: There is no limit on the number of participants in either the keynote or the workshop.
TECH: 1c and 1d workshop participants may be asked to bring a syllabus or a course idea plus a laptop or another device (with internet access). WiFi is required for most sessions.
BOOKS: Teaching Naked or Teaching Naked Techniques books can be purchased at 30% off directly from Wiley with the discount code TNT30. This code can also be given directly to faculty.  https://www.wiley.com
Faculty Reviews

The Keynote was one of the best I have heard. Out of the park hit! I had a greater appreciation of the new generation and how to approach them more effectively.

Keynote is a ROCK STAR!! I've been coming for 7 years and all were good, but this is amazing. Jose Bowen is an outstanding speaker and the workshop was even better.

The BEST convocation speaker we have had by far in 19 years!! Funny, engaging and USEFUL!! Dozens of ideas I will use next week.

Dr. Bowen has long been my hero for many reasons: he is a lauded teacher, accomplished scholar, celebrated jazz musician, but also because he just thinks differently (and asks better questions). I haven't met anyone else who would ask if the distance to the toilet in residence halls influenced student success, at least out loud.

Every single comment about your portion of the program has been over the top. My staff, jaded and overworked, wouldn't go home until we sat and debriefed. I sold out of books, and I had bought out the supply at Amazon and Walmart.

It was provocative which was very helpful to me, who might otherwise be inclined to keep doing pretty much what I had been doing. Examples and suggestions were all understandable and the vast majority very do-able.

Jose Bowen was the best speaker I have ever heard. He challenged every aspect of the process, engaged and drew our people in, and gave practical advice.

Dr. Bowen was inspirational and had a lot of practical suggestions for exciting teaching.

Milestones – my faculty tweeted, tweeted I say, they laughed and took notes, and never looked away. This is ridiculous – today was a firestorm of "how can I tweet" requests, which is completely your doing. Wow. The compliments are piling up for your workshop and keynote.

The speaker was enthusiastic and interesting to listen to. Useful tools were web addresses to find interesting content, the idea of getting students to co create content for courses, using more social in the classroom, using more technology in different ways, inspiring us to be better thinkers.

At one point, a chemist asked you a question about students and googling "puric acid" and we cringed. My office sat forward and said under his breath, "Here we go." This professor truly enjoys "zinging" people – he's a fan favorite at our monthly full faculty meeting and is booed every other week at the faculty senate. He is not an early adopter of anything. But you didn't flinch, you shot, you scored. The provost's table sat with their mouths open for a good 2 minutes. Chem prof began smiling and typing into his laptop – he sent me a note after the conference congratulating me on my choice for conference keynote. It was stunning for us. No one charms him.
I loved Jose Bowen’s keynote and workshop. I have taken quite a few ideas that I’d like to integrate into my teaching this fall.

I was really engaged by his keynote and am so glad I was able to buy the book!

The speaker was very entertaining and provided many real-life scenarios that made intuitive sense

I liked the exercises he gave us to during the talk. I liked his ideas. They were cool and I can apply them in my class.

Very engaging presentation with helpful information. I look forward to reading the book!

In light of the incredibly positive response we received from faculty after your speaking engagement last spring, I am writing to you to inquiry about your availability to come and speak once again, Will you please come back and do another workshop??!

“In summary, I really enjoyed reading Bowen’s book. I enjoyed his workshop even more. While I was skeptical when I first saw him launching his PowerPoint slides (remember, he advocates for a technology-free “classroom”), I quickly got over that. As a presenter, he’s very engaging, and clearly passionate not just about his course content, but also about teaching as well. (He also uses PowerPoint as a visual very, very well.) Kate Beverage, Worchester Polytechnic Institute, http://wp.wpi.edu/atc-ttl/2012/10/24/teaching-naked-book-and-workshop-review/

Sample Video Clips
TED talk 1 Beethoven as Businessman
TED talk 2: Teaching Naked

The Shifting Role of Faculty in a Digital Age
Nudging Students to Better Behaviors
Making Face to Face Interactions even Better
Using Tech Ouside of the Classroom
Teaching Workshop (1c) at Wilmington University
Columbia University Keynote
DePaul University Keynote

More videos HERE

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Reviews of Teaching Naked
(Winner of the Frederic W. Ness Award, Best Book on Higher Education (2013) from the American Association of Colleges and Universities.)

“This is one of the most exciting books I have read in a long time. I could not stop sharing quotes from it with my wife (also an educator), while reading it. It provides incredible insight and foresight in a fresh and bold analysis of what we could be doing and should be doing with technology in higher education.”

Professor L. Dee Fink, author of Creating Significant Learning Experiences

“This is an important book. Everyone who is concerned about the future of higher education should read it. In a highly readable and lively style, Bowen makes the most intelligent argument I’ve encountered about how we should think about teaching and learning and emerging technologies. It is also a powerful guide to more effective teaching and deeper learning.”

Professor Ken Bain, author of What the Best College Teachers Do

“It’s true that Bowen is interested in creating classroom space for interaction, discussion, reflection and engagement. But the book—part persuasion, part how-to—spends a great deal more time on what technology offers for the design of educational experiences.... Teaching Naked [is a] good introduction to some of the most notable and/or promising types of resources for higher education.”

Mary Taylor Huber, “Books Worth Reading” for Change (Jan/Feb 2013)

“Teaching Naked is a persuasive proposal for using technology outside the classroom to free up time inside the classroom for more meaningful student-faculty interaction. Insightful and provocative, it is filled with practical advice for teachers, administrators, and institutions on how to navigate the revolutionary present in order to remain relevant for the future.”

Professor Elizabeth Barkley, author of Student Engagement Techniques and Collaborative Learning Techniques

“...But Bowen doesn’t stop at merely making the case for taking technology out of the classroom. He also offers practical advice to faculty on how to compensate for the missing technology with improved lecture styles and techniques.”

Tim Goral, Editor-in-Chief, of University Business

“What is brilliant about José Bowen’s well known "Teaching Naked" concept is that it affirms technology as a tool for enhancing a humanistic classroom interaction.

Christopher Conway, “That Old Chalkboard Mojo” April 1, 2013 Inside Higher Ed
http://www.insidehighered.com/views/2013/04/01/essay-teaching-value-chalkboards
Reviews of Teaching Naked Techniques

“Modeling creative educational practice on every page, Bowen and Watson have given higher education faculty and leaders a spectacularly useful guide to student learning in the age of digital innovation and learning research. This book shows both why creative educational redesign—across the curriculum and co-curriculum— is urgently needed and how innovative faculty across the U.S are starting to make it happen.”

Carol Geary Schneider, Fellow, Lumina Foundation and President Emerita, Association of American Colleges and Universities (AAC&U)

“Teaching Naked Techniques masterfully integrates pedagogy and technology. Saving you days of research, it identifies novel online resources for students’ first-exposure assignments and software for developing your own videos, podcasts, quizzes, games, and other learning activities. And what could be more helpful than the step-by-step application guide, examples, key concepts/summary, and annotated resources that each chapter provides?”

Linda B. Nilson, Ph.D., director emeritus, Office of Teaching Effectiveness and Innovation, Clemson University

“In Teaching Naked Techniques you have as rich a resource for assisting higher education teachers in how to improve their course design, transform their ideas about what makes a successful teacher and most importantly, how to improve students’ learning as has been written in a generation. Whether you are just beginning your teaching career or are a thirty-year veteran you owe it to your students to read this remarkable book.”

Terry Doyle, author of Learner Centered Teaching and co-author of The New Science of Learning, and Professor Emeritus, Ferris State University

“The authors provide a variety of fascinating, research-based strategies for teachers to use in enlivening their classes. Every teacher would profit from reading this book. I highly recommend it.”

Henry L. Roediger, III, James S. McDonnell Distinguished University Professor, Washington University in St. Louis

“Jose Antonio Bowen’s Teaching Naked helped college faculty think more creatively and strategically about the role that technology should—and should not—play in their course design, classroom practices, and communications with students. Teaching Naked Techniques, a welcome companion to the original, provides updated research on the original premise, provocative new ideas about effective teaching for today’s students, and a wealth of teaching tips from instructors in a wide range of disciplines. The book offers an excellent blend of theory, practical techniques, and resources for teaching faculty.”

James M. Lang, Ph.D., Professor of English and Director of the Center for Teaching Excellence, Assumption College
José Antonio Bowen has been innovating and leading change for over 35 years at Stanford and Georgetown, then as a dean at Miami University and SMU and as president of Goucher College.

Bowen began as a jazz performer and has appeared on five continents and with Stan Getz, Dizzy Gillespie, Bobby McFerrin, Dave Brubeck, Liberace, and many others. His compositions include a symphony (nominated for the Pulitzer Prize in Music in 1985), and music for Jerry Garcia.

As a scholar, Bowen holds four degrees from Stanford University (in Chemistry, Music, and Humanities), has written over 100 scholarly articles, was editor of the Cambridge Companion to Conducting (2003), and an editor of the 6-CD set, Jazz: The Smithsonian Anthology (2011). He received a National Endowment for the Humanities Fellowship and has a TED talk on Beethoven as Bill Gates. In 2010, Stanford honored him as a Distinguished Alumni Scholar.

Bowen has long been a pioneer in education, classroom design and technology, featured in The New York Times, Forbes, The Wall Street Journal, The Chronicle of Higher Education, Newsweek, PBS News Hour, and on NPR (an extended media list is here). He was given a Stanford Centennial Award for Undergraduate Teaching in 1990 and has presented hundreds of keynotes and workshops around the world.

His book Teaching Naked (2012) was the winner of the Ness Award for Best Book on Higher Education from the American Association of Colleges and Universities. The sequel, Teaching Naked Techniques: A Practical Guide to Designing Better Classes with G. Edward Watson (2017), was called “as rich a resource…to improve students’ learning as has been written in a generation.” For more, see his website teachingnaked.com or his Teaching Naked TED talk.

His focus on a better classroom experience led to innovations as an educational leader. He removed podiums and fixed computers from classrooms long before others were thinking of mobile or BYOD. He led Goucher to a new process-focused streamlined general education curriculum with a focus on a new 3Rs of Relationships, Resilience and Reflection, and a revitalization of the campus. Goucher has since been recognized as a top college for innovation. Bowen is currently working on a new book: A New 3Rs: Using Behavioral Science to Prepare Students for a New Learning Economy (Johns Hopkins University Press, due 2020).

After thirty-five years of innovation educational leadership, he received the Ernest L. Boyer Award (for significant contributions to American higher education) from the New American Colleges and Universities in January 2018. He has served on many boards, is a Fellow of the Royal Society of Arts (FRSA) in England and is currently a Senior Fellow at the Association of American of Colleges and Universities.

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