KU Summit 2004
General Education: Establishing New Traditions of Learning
August 17, 2004

Sponsored by the Provost’s Office, KU Medical Center, and the Center for Teaching Excellence

Program

8:00–8:30 Registration
Continental breakfast served in CTE, room 135, until 8:20 a.m.

8:30–8:40 Welcome
David Shulenburger, Provost
Donald Hagen, Executive Vice Chancellor

8:40–8:50 Department Teaching Award Presentation
Chris Haufler & Sharon Bass, CTE advisory board representatives
Robert Hemenway, Chancellor

8:50–9:20 Where Do We Go From Here? Re-envisioning KU’s General Education Program
Kim Wilcox, College of Liberal Arts & Sciences
Michael Vitevitch, Psychology
Helen Connors, School of Nursing
Susan Twombly, Teaching & Leadership

9:20–9:35 Break
Refreshments are available in Wescoe outside rooms 4044, 4047, 4060, and 4067.

9:35–10:10 Breakout Sessions I

A. General Education: Core Skills
   Craig Huneke, Mathematics
   The core skills of reading, writing, and numeracy are central to general education, as is the use of clear, effective language to communicate. In this breakout, we’ll discuss where in the curriculum these skills are learned and practiced and consider ways to improve student learning.

B. General Education: Academic Knowledge Base
   Alice Bean, Physics & Astronomy
   Knowledge in the fine arts, humanities, and social, natural and mathematical sciences provides an academic base that can be integrated across disciplines. In this session, we’ll ask what that knowledge might be and examine ways we can best establish this foundation.
C. General Education: Acquiring Information, Thinking Critically  
*Susan Harris, English*
Enhancing the skills and knowledge needed to research, organize, evaluate, and apply new information and developing a spirit of critical inquiry and intellectual integrity are vital components of general education. We’ll consider what issues have emerged in considering this portion of KU’s program.

D. General Education: The Value of Cultural and Civic Knowledge  
*Ann Schofield, American Studies/Women’s Studies*
In this session, we’ll consider how we help students examine the impact of cultures on societies, and how general education integrates those with an understanding of civic issues from local through international levels.

E. General Education: Curricular Coordination  
*Susan Twombly, Teaching & Leadership*
This breakout session will focus on practical issues in the accomplishment of general education within the constraints of existing courses and resources.

F. Assessing General Education  
*Kathleen McCluskey-Fawcett, Provost’s Office; Deborah Teeter, Institutional Research & Planning*
KU has a long-standing tradition of assessing its general education program. In this session, we’ll review the methods we’ve used in the past and engage faculty in conversation about what we have learned about our students’ general education.

G. General Education and the Professional Schools  
*Richard Hale, Aerospace Engineering*
The overall quality of a student’s education is of importance to many constituents, ranging from business and other employers to the students themselves. In this session, we’ll consider effective ways to integrate general education with the specialized education that professional schools provide.

H. The Interactive Classroom: Socrates Is Satisfied  
*David Pendergrass, Undergraduate Biology*
How can you use technology in a classroom so it’s interactive, encouraging students to be active learners rather than passive recipients of information? In this session, we’ll focus on practical suggestions for using such technologies.

I. Incorporating Entrepreneurship in the Non-Business Classroom  
*Elizabeth Friis, Mechanical Engineering; Jim Baxendale, Technology Transfer & Intellectual Property*
Entrepreneurship is the driving force by which new ideas, novel approaches, and advanced technologies are introduced into businesses—it’s a way of approaching a problem with an open-ended yet realistic view of future possibilities. In this session, we’ll discuss ways in which faculty can incorporate entrepreneurship into non-business courses. The new Multidisciplinary Entrepreneurship TLC will be discussed, as well.

J. Keeping Our Promises: Can Our Graduates Do What We Say They Can Do?  
*Giulia Bonaminio, Medical Education; Anne Walling, School of Medicine Faculty Development*
Discussion of tensions around verifying that graduates are prepared for residency and an enhanced level of responsibility for patient care; review the process of developing the clinical skills assessment (CSA) to compliment other assessments of students (e.g. exams), the selection of cases, preparation of the exam, quality control issues and use of the data generated. A videotape of a teaching case will be shown as an example of a CSA.

K. How Well Does a Generalist Education Prepare Students for the Rigors of Graduate/Professional School?  
*Sandy McCurdy, KU Medical Center Admissions Office; Garold Minns, School of Medicine-Wichita; and Rick Kellerman, Family & Community Medicine*
The session will be a discussion based on the expertise of the facilitators about the performance of undergraduates who are very generally prepared (“renaissance-style”) and those who have narrower, targeted education (science majors, premed majors). Just the “pros and cons”—there will be no definitive answers.
A new collaborative learning environment, carved out of what used to be part of the Budig PC lab, will provide an inviting atmosphere for groups of students to work together by offering wireless network access, comfortable seating, portable whiteboards, and other easily rearrangeable furniture. This session will discuss how this area can be used for student collaboration—whether in class or out.

The following session will be offered only once:

M. Classroom Expectations
   Marlesa Roney, Office of Student Success; Tony Rosenthal, History
   Last spring, a CTE Lunch & Conversation session on civility in the classroom elicited the suggestion that a guide be developed, for distribution to students and faculty members, that would detail mutual expectations for behavior and the exercise of respect in the classroom in all directions. This breakout session will revolve around concrete ideas for inclusion in this new guide.

10:20–10:55 Breakout Sessions II
These sessions, first offered during Breakout I, will repeat at this time:

A. General Education: Core Skills

C. General Education: Acquiring Information, Thinking Critically

F. Assessing General Education

H. The Interactive Classroom: Socrates Is Satisfied

J. Keeping Our Promises: Can Our Graduates Do What We Say They Can Do?

K. How Well Does a Generalist Education Prepare Students for the Rigors of Graduate/Professional School?

L. Technology and Student Collaboration

These sessions are new during Breakout II:

N. Balancing Act: Traditions of Great Learning & KU As a Leading Research University
   Barbara Romzek, CLAS/Public Administration
   From our beginnings, KU faculty members have had a deep commitment to students’ liberal education. But the pressures we face today are much different than those faced by previous faculty members. How can we maintain our balance?

O. Developing Students’ Vision of General Education
   Reva Friedman-Nimz, Teaching & Leadership
   There is widespread support for a general education as a foundation for college students’ learning. However, students often treat their general education courses as a necessary nuisance or as disparate pieces of information. The result is low student motivation and an attitude of marking time in these important courses. In this session, we’ll focus on the ways we can use the general education courses we teach to take an active part in helping students create a general education vision that is a rich resource and a foundation for specialized learning. Air your concerns and generate strategies with other faculty members who teach core general education courses.

P. Fostering Appropriate Attitudes & Behaviors Among Professional School Students
   Bob Klein, School of Medicine
   In this session, we’ll begin by considering a generic case scenario that illustrates the need for overt instruction in this area. Then, we’ll discuss specific examples of how the School of Medicine is threading professional attitudes and behaviors throughout the curriculum.
Q. EDU Assessments: A Powerful Web-Based Tool
   Wescoe 4012
   JoAnn Browning, CEA Engineering; Craig Gerdes, Instructional Development & Support
   EDU is a new “plug-in” to BlackBoard that enables the development and delivery of self-scoring, highly-configurable assignments and tests. Come hear how one faculty member has used EDU to encourage mastery of reading assignments and how her students benefited. A representative from IDS will also be available to answer technical questions and explain how to get started using EDU in a BlackBoard course.

R. Thematic Learning Communities: One Approach to Interdisciplinary Teaching
   Wescoe 4045
   Michael Vitevitch, Psychology
   A Thematic Learning Community is an educational environment comprised of first-year students who share a common interest, live together in the same residential hall, enroll in two (or more) courses that are thematically related, and attend a one-hour linking seminar. This session will provide additional information about this program, which is in its second year at KU, and highlight how this program can provide opportunities for interdisciplinary education at KU.

The following session will be offered only once:

S. General Education: Connecting the Dots
   Wescoe 4002
   Dan Bernstein, CTE/Psychology
   The quality of being a generally educated person is not connected to any single body of information or to a fixed range of intellectual skills; rather an educated person reacts to new experiences from a broader context of knowledge and habits of mind. What does it take for that mental frame to emerge during an education made up of individual courses? This session will ask what experiences teachers use to help students connect the dots and embrace an educated perspective.

11:05–11:40 Breakout Sessions III

N. Balancing Act: Traditions of Great Learning & KU As a Leading Research University
   Wescoe 4059

O. Developing Students’ Vision of General Education
   Wescoe 4011

P. Fostering Appropriate Attitudes & Behaviors Among Professional School Students
   Wescoe 4043

Q. EDU Assessments: A Powerful Web-Based Tool
   Wescoe 4012

R. Thematic Learning Communities: One Approach to Interdisciplinary Teaching
   Wescoe 4044

In addition, these sessions, first offered in Breakout I, will repeat at this time. Room changes in italics:

B. General Education: Academic Knowledge Base
   Wescoe 4047

D. General Education: The Value of Cultural and Civic Knowledge
   Wescoe 4050

E. General Education: Curricular Coordination
   Wescoe 4051

G. General Education and the Professional Schools
   Wescoe 4045

I. Incorporating Entrepreneurship in the Non-Business Classroom
   Wescoe 4023

The following session will be offered only once:

T. Central Dimensions of Teaching
   Wescoe 4002
   Dan Bernstein, CTE/Psychology
   Teaching is a multi-dimensional activity including content development, instructional design, evaluation of student understanding, and reflective planning of ongoing course changes. Yet evaluation of teaching is typically based only on one feature of teaching—student perception of in-class performance practices. This session will be a discussion of how we can expand our representations of the intellectual work in teaching to complement existing satisfaction surveys.
Information Fair
4th floor Wescoe hallways

During the breaks, 12 offices will provide information about how they can support faculty on the Lawrence campus, Edwards campus, and KU Medical Center. Stop by and talk with these representatives:

Academic Computing Services
Contact: Sarah Kanning (864-0467 or kanning@ku.edu) or visit www.ku.edu/acs.

Counseling & Psychological Services
Contact: CAPS at 864-2277 or visit www.caps.ku.edu.

Edwards Campus
Contact: Mary Ryan (913-897-8409 or mryan@ku.edu), or visit edwardscampus.ku.edu/help.

Instructional Development & Support
Contact: Susan Zvacek (864-2600 or ids@ku.edu) or visit www.ku.edu/~ids.

KU Libraries
Contact: Stella Bentley (864-4711 or bentley@ku.edu) or Karen Cole (588-7300 or kcole@kumc.edu).

KU Libraries Instruction Program
Contact Lea Currie (864-8997 or lcurrie@ku.edu) or visit www.lib.ku.edu.

Lied Center
Contact: Barbara Bosche (864-2795 or bbosche@ku.edu).

Ombuds Office
Contact: Kellie Harmon at 864-7261 or kharmon@ku.edu.

Services for Students with Disabilities
Contact: Melissa Manning (864-2620 or manning@ku.edu) or visit www.ku.edu/~ssdis.

Student Development Center
Contact: Kristin Scott (864-4064 or kscott@ku.edu) or visit www.ku.edu/~develop.

University Theatre
Contact: Linda Hope (864-3985 or lhope@ku.edu).

Writing Center
Contact: Michele Eodice (864-2399 or michele@ku.edu) or visit www.writing.ku.edu.

11:45–12:30  Breakout session reports
            Evaluations & door prizes  Budig 130

12:30–1:00   Lunch  Wescoe Terrace

Special thanks to the KU Bookstore and KU Libraries for donating door prizes.
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