Collaboration: Models, Processes and Tools to Build Community

August 14, 2007

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

Program

8:00–8:20   **Registration**   Northwest Budig entrance
Continental breakfast served in CTE, room 135, until 8:20 a.m.

8:30–8:40   **Welcome**   Budig 130
Richard Lariviere, Provost
Barbara Atkinson, Executive Vice Chancellor

8:40–8:50   **Departmental Award for Exceptional Teaching and Learning**   Budig 130
Ann Cudd and Chris Haufler, CTE advisory board representatives
Robert Hemenway, Chancellor

8:50–9:20   **Talking About Teaching**   Budig 130
Provost Richard Lariviere
Provost Lariviere will discuss ways we, as a community of teachers/scholars, can develop a set of reference points for talking about teaching. By understanding what great teaching is and by revealing the transformation that takes place among students in our classrooms, we will be in a stronger position to meet some of the challenges facing higher education in the coming years.

9:20–9:40   **Break**
Refreshments are available in Wescoe outside rooms 4044, 4049, 4060, and 4069.

9:40–10:20   **BREAKOUT SESSIONS I**

A. Cross Campus Collaboration to Track Graduate Student Learning   Wescoe 4046
Debby Daniels, Holly Storkel & Jane Wegner, Speech-Language-Hearing
This session will describe faculty collaboration across two campuses (i.e., KU-Lawrence and KUMC) to identify and measure learning goals in the MA speech-language pathology program. We will share our process of developing measurable program-wide goals, as well as the goals themselves. Implementation is on-going but has been initiated on a small scale. Discussion will focus on what we have learned from this process and will include advice for others interested in pursuing program-wide change.

B. Making Learning Visible, Documenting Graduate Learning Success   Wescoe 4040
Wanda Bonnel & Kathleen Brewer, Nursing
What do our masters graduates look like? Do they have the competencies we want them to have? The School of Nursing has one masters degree but seven specialty tracks as diverse as health care informatics and family nurse practitioner. While we have diverse graduates, we have common core competencies all graduates are expected to meet. This session describes the process for naming and evaluating our students' competencies as they prepare to graduate from the masters program. Tools and processes used will be shared as we seek to gain the best evidence for documenting graduate learning success.

C. Getting Their Hands Dirty: Collaborating to Engage Undergraduates in Learning   Wescoe 4051
Hannah Britton, Political Science/Women's Studies; Amanda Swygart, KU Libraries
Session facilitators will discuss how we collaborated on the assignment design and research instruction for mini original research projects in multiple classes. The session will explore how a shift from *providing instruction* to *producing learning* changed not only teaching methods but also helped to reach the course goals of content knowledge, analytical skills, and media literacy. The session will focus on how participants can apply these techniques in their own classes and on strengthening the collaboration between the library and subject disciplines in specific courses.

D. Implementing a New Evaluation of Teaching   Wescoe 4057
Barbara Barnett, Journalism; Chris Haufler, Ecology & Evolutionary Biology
Teaching is a critical part of KU's mission, but often it's done in isolation. While research is open to peer-review, teaching is regarded as private. How can we become better teachers? How do we know whether the work we do is improving learning? Last year, the University created a task force, charged with developing guidelines to improve the assessment of teaching and learning. The task force recommended that assessment incorporate peer and student reviews and consider teaching work inside and outside the classroom. This session explains task force recommendations and provides opportunities for participants' feedback.

E. Facilitating and Sustaining Faculty Diversity: A Focus on African-Americans   Wescoe 4062
Dorthy Pennington, African & African-American Studies; Maryemma Graham, English
This session identifies issues related to ethnic faculty diversity, with a focus on African-Americans. Issues to be addressed include initiating and sustaining diversity, cohort hiring, mentoring, departmental culture, and inclusiveness. Both scholarly literature and collective experiences inform the issues presented here.

F. ePortfolios in Professional Education: One Technology, Multiple Applications   Wescoe 4012
Darrin Cheney, Teaching & Learning Technologies; Marcie Swift, Physical Therapy & Rehabilitation Sciences
Electronic portfolios adapt well to both formative and summative applications and can often address dimensions of performance, application of knowledge, and learner beliefs and perceptions that aren't readily accessible using other assessment tools. This session describes two contrasting projects in the Medical Center that developed applications of the Angel portfolio tool to meet contrasting needs in learner development and assessment. Similarities and contrasts between the projects illustrate many key aspect of the application of ePortfolios to higher education.

G. Focusing on Learning   Wescoe 4044
Omri Gillath & Nancy Hamilton, Psychology
Recently, faculty members in the Department of Psychology considered what (at a minimum) psychology majors should know about the discipline, and the faculty developed a set of goals that would make their major cohere better. In this session, participants will learn about the process the department undertook to begin this initiative, its progress thus far, and plans for the future.

H. Networking Instruction to Support Undergraduate Research   Wescoe 4041
    Cheryl Lester, American Studies/English; Tami Albin, Jennifer Church-Duran & Deborah Dandridge, KU Libraries
    Through a pilot project co-sponsored by CTE and KU Libraries Instructional Services, librarians and staff
    from the Writing Center, IDS, and AAAC joined with teaching faculty to create an integrated approach to
    incorporating writing and research/critical thinking skills into class structure. This partnership went
    beyond remediation, to pursue the potential for enriching and enhancing student learning outcomes within
    curriculum design. Session participants will learn how such collaborative efforts bring value and benefits to
    the academic community by re-thinking, re-visioning, and re-visiting student learning opportunities. Focus
    will be placed on planning, assignment design, team teaching, and future scalability of such projects.

I. Learning Across the Curriculum   Wescoe 4075
    Deb Smith, Ecology & Evolutionary Biology
    The Hardy-Weinberg Equilibrium is a key concept in biology. It's introduced and expanded upon in three
    sequential courses required of nearly all biology majors. Nonetheless, juniors and seniors typically don't
    understand the concept. In Spring 2007, two EEB faculty members surveyed student understanding of the
    concept across three undergraduate biology courses, in order to track learning and retention. Session par-
    ticipants will consider the results of the surveys and discuss whether problems stem from presentation of
    material, lack of retention, or both.

J. Interdisciplinary Teaching in International Studies   Wescoe 4059
    Ann Cudd, Philosophy/Women's Studies; Phil Schrodt & Catherine Weaver, Political Science
    International studies programs are almost always interdisciplinary. What does this mean, and how can it be
    effectively implemented? What are the challenges and opportunities, obstacles and rewards, of creating a
    classroom and programmatic pedagogy that is truly interdisciplinary, rather than simply an interdepartmen-
    tal potluck. Weaver and Schrodt will approach this from their experience in KU's relatively new interna-
    tional studies programs; Cudd from the more well-established interdisciplinary Women's Studies program.
    The session is a prequel to a CTE brownbag on the same topic that will be held during the fall semester.

K. Synthetic Worlds in Real-World Classrooms   Wescoe 4020
    Stacey Fox & Catherine Preston, Theatre & Film
    In Spring 2007 we taught a new course, "New Media and Cyberculture." As part of that course we had
    students inhabit Second Life, a virtual world increasingly used for educational purposes. Students explored
    identity construction and participated in events held in-world. We'll demonstrate the issues students
    encountered and discuss our experience of using SL as an educational tool.

Essential Teaching Practices sessions:

Whether you're a novice instructor, an experienced teacher, or somewhere in between, these sessions will
provide practical suggestions you can implement this coming year on these topics:

L. Rubrics: Transparency and Efficiency in Grading   Wescoe 4065
    Jorge Pérez, Spanish & Portuguese; Kim Warren, History
    In this session, participants will discuss how to use grading rubrics in undergraduate teaching. Rubrics can
    be useful in clarifying course goals and expectations, distinguishing between above-average and average
    work, and helping students understand how to concentrate their efforts on their next assignment.
    Discussions in this workshop will focus on when to share rubrics with students, how to use them to save
    time on grading, and how to customize them for specific courses.

M. Mentoring Graduate Students in Academic Research and Writing Processes   Wescoe 4067
Nikhat Ghouse, KU Libraries; Christine Jensen, Applied English Center
In this session, we'll share a framework for developing graduate students' research and writing skills through collaboration of university support services and faculty. To enhance research skills, we focus on developing library skills, selecting databases, and critically evaluating sources. To improve writing skills, we focus on developing effective research topics and questions, using sources and advanced cohesion strategies, and developing an argument. Careful mentoring by faculty members, librarians, and writing staff has resulted in improved performance on final criteria. We'll invite you to share your experience and expertise.

N. Classroom Presence   Wescoe 4011
Shannon O'Lear, Geography/Environmental Studies
Your presence in the classroom is more than just being present. How can you deal with difficult teaching situations such as disrespect in large classes, a lack of student engagement, or a student who challenges your authority? We will discuss ways to address (or better—to prevent!) these classroom challenges partly through how you present yourself and the course material, as well as how you engage with students.

10:30–11:10   **BREAKOUT SESSIONS II**

These sessions, first offered during Breakout I, will repeat at this time:

A. Cross Campus Collaboration to Track Graduate Student Learning   Wescoe 4046

B. Making Learning Visible, Documenting Graduate Learning Success   Wescoe 4040

C. Getting Their Hands Dirty: Collaborating to Engage Undergraduates in Learning   Wescoe 4051

D. Implementing a New Evaluation of Teaching   Wescoe 4057

E. Facilitating and Sustaining Faculty Diversity: A Focus on African-Americans   Wescoe 4062

F. ePortfolios in Professional Education: One Technology, Multiple Applications   Wescoe 4012

Essential Teaching Practices session:

L. Rubrics: Transparency and Efficiency in Grading   Wescoe 4065

Session O will be offered only once:

O. Why Students Don't Participate in Online Course Evaluations   Wescoe 4076
Kathleen Brewer & Lynne Connelly, Nursing
Many schools have converted to online course evaluations to save staff time, get evaluations to instructors faster, and make use of available technology. Generally, the response rate for online course evaluation is lower than paper-and-pencil evaluations. In this session, we'll discuss the results of a study of reasons that undergraduate nursing students cited for not participating in online course evaluations and suggestions students offered for increasing the response rate.

These sessions are new during Breakout II:

P. Building on the Past, Preparing for the Future   Wescoe 4045
Michael Moody & John Nalbandian, Public Administration
In this session, participants will learn how Public Administration has developed a set of goals for its graduates and has begun collecting and analyzing an archive of relevant student work, allowing faculty members to answer their own questions about the intellectual achievements of students in their program.

Q. Implementing New Promotion & Tenure Guidelines   Wescoe 4058
    Bob Goldstein, Geology; Lisa Wolf-Wendel, Educational Policy & Leadership Studies
    During the 2006–07 academic year, a University task force was charged with reviewing guidelines for promotion and tenure. This session explains the task force's recommendations and provides opportunities for participants' questions and feedback.

R. Instructional Partnerships: Connecting the Dots Among Research, Writing and   Wescoe 4043
    the Disciplines
    Andrea Greenhoot, Psychology; Erin Ellis, KU Libraries; Moira Ozias, KU Writing Center
    Want to improve the quality of your course and student learning? Concerned about the amount of time involved in revising a course? This session will demonstrate how a successful collaboration between a faculty member, the KU Libraries, and the KU Writing Center was an efficient and effective way to enhance and connect students' information literacy, writing skills, critical thinking, and course-related conceptual knowledge. Presenters will share the goals of the collaboration, the contributions of each partner, success, and plans for improvement. Discussion will focus on a range of extra-departmental resources and support available to instructors and how they can be integrated into course and assignment design.

S. Designing Integrated Lecture and Lab Courses   Wescoe 4050
    Helen Alexander, Ecology & Evolutionary Biology
    Many courses consist of both lecture and laboratory. Creating a truly integrated lecture/lab course is, however, challenging. As a result, lectures and lab sections are often taught largely independently of each other, which can be frustrating for both students and teachers. In this breakout, I'll encourage discussion of this general problem and possible solutions. I'll also illustrate how Cathy Collins, a graduate teaching assistant, and I are attempting to reduce this problem in our design of a new biostatistics laboratory class.

T. KU's KEEP: An Easy-Access Electronic Portfolio Tool   Wescoe 4001
    Dan Bernstein, Center for Teaching Excellence/Psychology
    KU has adapted an open-source tool that can be readily used by students, faculty, and staff for creating portfolios that can include text, figures, images, and video. A few early adopters have used the tool in courses to allow students to represent and reflect on their learning. Other uses include faculty course portfolios and student portfolios to capture achievement across courses and semesters. The tool's easy access and use will be demonstrated.

Essential Teaching Practices session:

U. Large Class Challenges, Tactics, and Strategies   Wescoe 4071
    David Pendergrass, Ecology & Evolutionary Biology; Tracy Russo, Communication Studies
    This interactive session will identify key challenges large classes present to teaching and learning. After a jump-start presentation of frequently-experienced challenges, the group will gather ideas, approaches, tactics, and strategies to address those challenges.

11:20–12:00   **BREAKOUT SESSIONS III**

Session V will be offered only once:

V. The "Know-how" and Nuances of Online Academic Testing   Wescoe 4076
    Kathleen Brewer & David Martin, Nursing
    Computer-based assessment need not be viewed as merely an alternative method of collecting data about students' performance, but rather as an all-inclusive method of determining mastery of course content. The use of computers for various assessment categories (diagnostic assessment, self-assessment, formative assessment and summative assessment) will be presented. A "Know-how" tutorial, along with information about the various nuances present when conducting computer testing, will be discussed. Common issues and concerns along with suggestions for successful computer testing strategies will be explored.

Sessions P–T will repeat during this time:

P. Building on the Past, Preparing for the Future   Wescoe 4045
Q. Implementing New Promotion & Tenure Guidelines   Wescoe 4058
R. Instructional Partnerships: Connecting the Dots Among Research, Writing and   Wescoe 4043
    the Disciplines
S. Designing Integrated Lecture and Lab Courses   Wescoe 4050
T. KU's KEEP: An Easy-Access Electronic Portfolio Tool   Wescoe 4001

Essential Teaching Practices session:

U. Teaching Large Classes   Wescoe 4071

In addition, the following sessions, first offered in Breakout I, will repeat at this time:

G. Focusing on Learning   Wescoe 4044
H. Networking Instruction to Support Undergraduate Research   Wescoe 4041
I.   Learning Across the Curriculum   Wescoe 4075
J.   Interdisciplinary Teaching in International Studies   Wescoe 4059
K. Synthetic Worlds in Real-World Classrooms   Wescoe 4020

Essential Teaching Practices session:

M. Mentoring Graduate Students in Academic Research & Writing Processes   Wescoe 4067
N. Classroom Presence   Wescoe 4011

Poster Sessions   4th floor Wescoe hallways

During the breaks, KU faculty members will share ways that they have benefitted by partnering with various offices. Stop by and talk with these colleagues:

Whaddya Know? Applying Library Resources to Evidence-Based Analysis—*Lea Currie & Reva Friedman-Nimz*

Making It Possible for Students to Produce Good Research Papers: Focusing on the Process—*Megan Greene and Jennifer Church-Duran*

The Leading Edge—*Richard Hale and Gail James*

Foundations of Art & Design—*Melissa Watson, Ruth Bowman, and Sara Muzzy*

Connecting Cultures and Academic Disciplines—*Tanya Golash-Boza and Andi Witczak*

12:10–12:30	**Wrap up, evaluations & door prizes**	Wescoe 3140

12:30–1:00	**Lunch**	4th floor Wescoe hallways

Pick up a box lunch from the tables on the west end of 4th floor Wescoe, then join an informal discussion:

Situating Teaching in the Context of the University of Kansas—*with Provost Richard Lariviere*   Wescoe 4002
Collaboration—*with Jennifer Church-Duran & Terese Thonus*   Wescoe 4007
Teaching and Technology—*with Doug Golick*   Wescoe 4008
Promotion and Tenure Guidelines—*with Richard Levy & Mary Lee Hummert*   Wescoe 4023
Evaluation of Teaching Guidelines—*with Robert Rowland & Susan Williams*   Wescoe 4025

Breakouts Summary

Room	Breakout I: 9:40–10:20	Breakout II: 10:30–11:10	Breakout III: 11:20–12:00
4001		T. KU's KEEP	T. KU's KEEP
4011	N. Classroom Presence		N. Classroom Presence
4012	F. ePortfolios	F. ePortfolios	
4020	K. Synthetic Worlds		K. Synthetic Worlds
4040	B. Making Learning Visible	B. Making Learning Visible	
4041	H. Networking Instruction		H. Networking Instruction
4043		R. Instructional Partnerships	R. Instructional Partnerships
4044	G. Focusing on Learning		G. Focusing on Learning
4045		P. Building on the Past	P. Building on the Past
4046	A. Cross Campus Collaboration	A. Cross Campus Collaboration	
4050		S. Integrated Lecture & Lab	S. Integrated Lecture & Lab
4051	C. Getting Hands Dirty	C. Getting Hands Dirty	
4057	D. New Evaluation of Teaching	D. New Evaluation of Teaching	
4058		Q. New Promotion & Tenure	Q. New Promotion & Tenure
4059	J. International Studies		J. International Studies
4062	E. Faculty Diversity	E. Faculty Diversity	
4065	L. Rubrics	L. Rubrics	
4067	M. Mentoring Grad Students		M. Mentoring Grad Students
4071		U. Large Classes	U. Large Classes
4075	I. Learning Across Curriculum		I. Learning Across Curr.
4076		O. Online Course Evaluations	V. Online Testing

Special thanks to TherapyWorks Wellness Massage Therapy for donating door prizes.