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**  
Richard Lariviere, Provost  
Barbara Atkinson, Executive Vice Chancellor  

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

8:50–9:20  **Talking About Teaching**  
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**  
*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

**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

**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

**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

**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

**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

**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

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

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 participants 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

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 interdepartmental potluck. Weaver and Schrodt will approach this from their experience in KU’s relatively new international 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

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

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

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

Shannon O’Leary, 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  

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 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  

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  

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  

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.
Session V will be offered only once:

V. The “Know-how” and Nuances of Online Academic Testing  
*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  
Q. Implementing New Promotion & Tenure Guidelines  
R. Instructional Partnerships: Connecting the Dots Among Research, Writing and the Disciplines  
S. Designing Integrated Lecture and Lab Courses  
T. KU’s KEEP: An Easy-Access Electronic Portfolio Tool

Essential Teaching Practices session:

U. Teaching Large Classes

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

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

Essential Teaching Practices session:

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

Poster Sessions

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 Audy Witzak*
### Schedule

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<td>12:10–12:30</td>
<td><strong>Wrap up, evaluations &amp; door prizes</strong></td>
<td>Wescoe 3140</td>
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<td>12:30–1:00</td>
<td><strong>Lunch</strong></td>
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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

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