Higher Education for the Common Good

August 19, 2021

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

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8:00–8:25   **Registration**   Northwest Budig entrance

8:30–8:40   **Welcome**
   Andrea Follmer Greenhoot, CTE Director, and Robert Simari, EVC   Budig 130

8:40–8:50   **Teaching Recognition**
   Doug Girod, Chancellor; Robert Simari; Barbara Bichelmeyer, EVC & Provost

8:50–9:35   **Plenary: Learning for Our Common Good: The Overlapping Skills for Successful Lives & Careers**
   Ashley Finley, Association of American Colleges & Universities
There has never been a better time to reconcile the skills that prepare students to contribute to the common good with those that promote their individual ability to flourish in their lives and careers. As higher education continues to emerge from a pandemic and heeds calls to redress inequities, faculty have the opportunity to examine how the goals of academic excellence intersect with pressing questions that will shape the future of communities and professions. Drawing on findings from AAC&U's 2020 survey of employers, this session will suggest the need to move beyond simple binaries of "work" versus "life/learning" and instead invite discussion of shared purpose.

9:35–9:50   **Door Prizes**

9:50–10:05   **Break**

Note: Wescoe 4018 is reserved as a quiet room for anyone who needs a bit of respite during the conference. After many months away from campus, we realize some Summit participants might feel a little overwhelmed. Some may want to just take a break and reflect. Feel free to use the space in 4018 as you need.

10:05–10:45   **BREAKOUT SESSIONS I**

*Sessions 1-4 will be offered only one time.

*1.   Engaging Students in Creating the NextNormal   Wescoe 4043
   Gregory Thomas, Design
"NextNormal" intends to exploit crisis as an opportunity for change. Education provides the perfect catalyst for this transformation to begin. NextNormal design will fuse together ideas and resources to begin to shape and build a new world that has identified the problems of today and the future. It is an amalgamation of talent and resources that is one of our best hopes for this process and time. In this session colleagues, regardless of their discipline, will have the opportunity to use critical and creative thinking and will benefit by reimagining how the future can be and not repeat the missteps of the past.

*2.   Re-Envisioning Classroom Teaching: Implementing What We Learned from Online   Wescoe 4041
   Instruction and How We Move Forward
   Prajna Dhar, Chemical & Petroleum Engineering, & Carl Luchies, Mechanical Engineering
In this session, participants will learn about successful models used to teach online during the pandemic. Presenters will discuss the methods used to create a positive learning experience for all students (e.g. instructor-to-student interaction, student-to-student interaction, feedback, developing online modules to help students learn, motivating attendance and participation, engaging students in the learning process, assessment, academic integrity and folding in the undergraduate teaching fellow and graduate teaching assistants into the process). Presenters will discuss what online methods worked well and which methods they hope to bring with them as they transition back to classroom teaching. The goal is for us to think creatively about ways to make the classroom experience better, given our recently developed online teaching expertise.

*3.   Growth Mindset in Practice: Examples and Tips   Wescoe 4040

Dyan Morgan & Eileen Hotze, Undergraduate Biology

In a growth mindset, one approaches life with the idea that skills and knowledge can be developed with good learning strategies, practice, and feedback. This worldview lies in contrast to a fixed mindset in which an individual believes their talents are innate and unchanging (Dweck 2015). In this session, presenters will share ways they have encouraged a growth mindset and lessons learned. Next, participants will discuss how they currently enable a growth mindset or could in the future. Participants should come away from this session with new ideas for their courses and practical tips for implementing them.

*4.   Connecting to the Physical Environment: A Field Guide to Your Hidden World   Wescoe 4076
Thom Allen & Doriane Andrade Meyer, Design

To get students away from their computers and out exploring their surroundings, twice a week they worked to map, sketch, photograph, and write about their discoveries for class. Topics explored included urban ideas relating to camouflage, identity, safety, regulations, signage, towers, catalysts, and much more. This program discusses strategies on how to connect students to the physical world through investigating their surroundings. These strategies helped reduce isolation felt during the pandemic and created a positive learning experience.

5.   Around the World in 180 Days: Forming Global and Local Partnerships to Transform   Wescoe 4033
Learning Experiences
Michelle Cochran & Deana Wilhoite, Nursing

Virtual international educational experiences and local community-based projects can provide transformative learning experiences for students studying in professions where civic engagement, global perspectives, and intercultural knowledge elevate leadership within the field of practice. During the pandemic, the School of Nursing creatively engaged students to continue engagement with global and local community health partners in a virtual setting. Internationally, students engaged with Moi University in Kenya and Christian Medical College in India for a project. Locally, students focused on local populations through a different project. The projects promoted global citizenship and empowered students to gain a perspective through an intercultural lens that influences professional leadership.

6.   Using Authentic Assignments in Professional and Liberal Arts Courses   Wescoe 4002
G. Kevin McCannon, Sociology, & Cambrey Nguyen, Pharmacy Practice

Incorporating real-world problems and scenarios into the classroom may allow for more meaningful experiences for learners. This session will provide evidence-based tactics for student engagement and active learning. In addition, examples of authentic assignments and activities implemented in Sociology and Pharmacy courses will be discussed. Participants will have an opportunity for brainstorming and interactive dialogue on how to integrate real-world elements to assignments or topics within their own courses.

7.   Adventures in Critical Thinking   Wescoe 4034
Teale Ryan & Deena Woodall, Nursing

This session will teach participants how to transform case studies into engaging, interactive "Choose Your Own Adventure" style PowerPoint or Google Slides presentations. The exercises you will learn to create are authentic learning opportunities to connect course content to real-life application. These activities receive overwhelming student support as unique opportunities to solve evolving, complex scenarios through critical thinking and aspects of judgement including noticing, interpreting, and responding.

8.   First-Generation Students: Using Course Design to Create an Inclusive Learning   Wescoe 4007
Environment
Kim Warren, History/WGSS, & Sara Wilson, Mechanical Engineering

First-generation students can be defined as the first in their family to complete a college degree. In this session, we will examine some of the challenges faced by first-generation students in first-year college STEM and Humanities classes and discuss steps faculty can take to accelerate learning for these students and their continuing generation peers.

9.   Supporting Student Needs Outside of the Classroom   Wescoe 4023
Rachel Auten & Katie Treadwell, Student Affairs

During the semester, students experience many needs outside of the classroom ranging from health diagnoses to financial insecurity to traumatic events. This session will address how to accommodate a variety of student needs, identities, and learning styles while also knowing when and where to refer students for additional support. This can assist in lightening your load when a student needs your help and flexibility. The presenters will bring case studies for group discussion but, also welcome real-life situations from participants.

10.   Utilizing the Performing Arts to Enhance Diversity, Equity and Inclusion (DEI)   Wescoe 4012

Initiatives: A Lied Center and Mellon Foundation Project
Darren Canady, English, & Emily Gullickson, Lied Center
Participants in this session will learn about the unique, multi-year Mellon Foundation-funded collaboration that uses the creations of visiting performing artists to achieve DEI objectives in the classroom. Participants will not only learn about the program's goals, methods, and practices, but will also get an introduction to the varied artists in the project's upcoming cycle. Confirmed artists include: Mayhem Poets, a performance poetry and theatre collective; Amir ElSaffar and the Two Rivers Ensemble, a musical ensemble led by composer and trumpeter ElSaffar whose work entwines jazz and ancient Iraqi musical idioms; and Red Sky Performance, a Canadian dance and performance troupe highlighting contemporary Indigenous arts and culture.

11. Using Infographics in Group Projects   Wescoe 4035
Susan Marshall & Christin Bowman, Psychology
Infographics are commonly used in today's world to tell a story by visually presenting data and/or information to specific target audiences. During the pandemic, we adapted two different group projects in Psychology to more easily facilitate online collaboration among our students in a fun and authentic way. This session will present these group projects and guide attendees through an exploration of how an infographic project could meet the goals of their class. Small group discussion will focus on how to scaffold group project interaction in a way that fosters collaboration and creativity, while allowing students to take ownership of their project so that it is applicable to their interests.

12. Building Community Resilience: Lessons from Applied Research   Wescoe 4051
Scott Schulte, Environmental Studies/Environmental Assessment
Human and Natural Systems Resilience, an undergraduate- and graduate-level course at the Edwards Campus, was developed to fill a gap in the application of community resilience strategies to chronic stressors and challenges and a lack of resilience-related coursework. The session will include how the course was structured to assemble a body of community resilience best practices through readings, guest lectures by subject matter experts, and case study development. Colleagues will then discuss how students adapted and expanded a real-world resilience screening framework and worked with municipal and Tribal staff to develop first-of-their-kind community resilience plans for three real-world communities, and gained new insights about community resilience.

13. Using Kahoot! and Simulations to Teach Principles to Professional Students   Wescoe 4025
Marilee McBoyle, Surgery
Didactic information can be given with lecture and PowerPoint; however, games and simulations enhance learning. I found Kahoot! games and simulation models to be a fun way to help teach content and enforce learning in an innovative manner with medical students in a wound care course. In this session, participants will see how I used games and simulations and discover how they might use these tools, as well.

14. Preventive Measures: Leveraging Pandemic Insights to Preempt Academic Misconduct   Wescoe 4008
    in the Classroom
Lisa Sharpe Elles, Chemistry; Jila Niknejad, Mathematics; Joshua Potter, Center for Teaching Excellence
For faculty around the country, the pivot to remote teaching created by Covid-19 laid bare the harsh realities of preempting, monitoring, and responding to academic misconduct on major assignments and exams. But these challenges will persist—both today and tomorrow—even in brick-and-mortar classrooms. In this session, we will discuss assessment methods, assignment design, and exam question pool construction that all aim to lessen pressures that students face to engage in academic misconduct. Many of our best practice recommendations are workable in both small and large classrooms, in both in-person and online settings.

10:55–11:35   BREAKOUT SESSIONS II

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

5. Around the World in 180 Days: Forming Global and Local Partnerships   Wescoe 4033

6. Using Authentic Assignments in Professional and Liberal Arts Courses   Wescoe 4002

7. Adventures in Critical Thinking   Wescoe 4034

8. First-Generation Students: Using Course Design for Inclusive Learning Environment   Wescoe 4007

10. Utilizing the Performing Arts to Enhance Diversity, Equity and Inclusion (DEI)   Wescoe 4012

The following sessions are new during Breakout II. *Sessions 15-19 will be offered only once.

*15. Using the OneNote Class Notebook to Enhance Teaching and Support Learning   Wescoe 4051

Eileen Hotze, Undergraduate Biology, & Carl Luchies, Mechanical Engineering

In this session, participants will learn about successful models of using the OneNote Class Notebook to support teaching efforts. Presenters from different disciplines (Biology and Engineering) will discuss how the OneNote Class Notebook (Microsoft TEAMS) can be used to both support effective teaching and to enhance student learning through collaboration. The session goal is to motivate attendees to think creatively about ways to utilize the OneNote Class Notebook to improve the learning experience for all of our students.

*16. Transitioning and Leveraging the Pandemic's Valuable Lessons   Wescoe 4025
Michael Branicky & Hossein Saiedian, Electrical Engineering & Computer Science

The pandemic introduced many unprecedented challenges, but we also learned many new and valuable lessons. The most important lesson is that single-mode classrooms are no longer the only option, and it is inevitable that we should employ a hybrid approach in the future. This lesson and a host of other ones will be discussed and debated.

*17. KU Common Book 2021-22 and Beyond   Wescoe 4008
Jill Becker, KU Libraries, & Kate Nygren, Academic Success

After a brief hiatus in 2020, the KU Common Book program has returned with the selection of *Braiding Sweetgrass* by Robin Wall Kimmerer for the 2021-2022 academic year. This session will include an update on the newly envisioned KU Common Book program, an overview of the various events and resources planned for the year, and an opportunity to discuss how to incorporate the book into courses. Participants need not have read *Braiding Sweetgrass* to attend this session, and those who have not read the book are encouraged to attend. There will be a limited number of books available for faculty who would like a copy.

*18. Using Essays to Introduce Novel Scientific Ideas   Wescoe 4035
Daniel Tapia Takaki, Physics & Astronomy

The role of essay writing in higher level education has recently received renewed interest. This activity can promote critical thinking and support the design of problem-based assignments. By writing essays in a well guided manner, student's engagement and creativity is stimulated and a sense of ownership about their own ideas is promoted. This is particularly important when introducing novel concepts that might be contracting previous knowledge such as in quantum mechanics.

*19. Addressing Concerning Student Behavior: The Intersections of Academic and   Wescoe 4023
Non-Academic Misconduct
Rachel Auten & Katie Treadwell, Student Affairs

Navigating the intersections of academic and nonacademic misconduct can be a confusing and concerning experience for instructors. This session helps prepare you in advance to respond to challenging student behavior. Through case studies and open discussion, this session will provide strategies and tools for engaging with students who display concerning behavior or engage in academic or nonacademic misconduct. The presenters will also welcome participant questions and case studies based on prior student interactions.

20. Learning for Our Common Good: Translating Evidence into Meaningful Action at the   Wescoe 4041
Course and Department Levels
Ashley Finley, AAC&U

This session will provide an opportunity for participants to build upon ideas presented in the keynote session with a focus on practical implementation within courses and across disciplines. Topic areas for discussion will include, but are not limited to assessment of broad outcomes, attention to quality of high-impact learning practices, and equity-centered implementation of community-based practices. Participants will have the opportunity to share ideas, explore current practices, and gain strategies for next steps.

21. Finding a Balance Between Flexibility and Structure in Class   Wescoe 4043
Jenny Archibald & Trevor Rivers, Undergraduate Biology

Flexibility in scheduling within a course can be very helpful for students and is essential in some cases, but it also requires more self-management. We have seen the latter derail the learning experience for some students with the proliferation of online courses during this last year. Can we harness the benefits of both structure and flexibility in a single course? We would like to discuss how to take some of the flexibility in online courses for use in online, hybrid, or even (in some cases) in-person courses, while also balancing that flexibility with a course structure that better helps students work through the material.

22. Adopting Antiracist Approaches in Academic Medicine: Reflections on a Community   Wescoe 4040
of Practice Program

Julie Galliart, Faculty Affairs & Development–Wichita; Tessa Rohrberg, Lynn Fisher,
Colleen Loo-Gross & Samuel Ofei-Dodoo, Faculty & Community Medicine–Wichita

A group of Wichita medical school faculty began meeting in April 2021 as a community of practice (Wenger et al., 2002) on becoming antiracist in academic medicine. We will describe what a community of practice is and explain our methods for facilitating this experience. Participants will be engaged in discussion about what has worked well and things they might do differently if they wish to organize a group of peers into a similar type of learning experience.

23. **Getting Off to a GREAT Start: Strategies for Creating an Inclusive Classroom from Day 1**   Wescoe 4076
(and Beyond)
Amy Leyerzapf, Leadership Studies, & Annise Richard, Academic Retention & Engagement Center

Turn the traditional "syllabus day" into a powerful tool to create an inclusive classroom community for you and your students by using five "GREAT" strategies: Getting to know each other, Resource survey, Expectations for the community, Accessibility, and Technology. Participants are invited to bring a working copy of their current syllabi, course schedule, or Blackboard/Canvas site to tinker as we talk.

10:45–12:25   BREAKOUT SESSIONS III

These sessions, first offered in Breakout I and II, will repeat at this time:

9.   Supporting Student Needs Outside of the Classroom   Wescoe 4023

11. Using Infographics in Group Projects   Wescoe 4035

12. Building Community Resilience: Lessons from Applied Research   Wescoe 4051

13. Using Kahoot! and Simulations to Teach Principles to Professional Students   Wescoe 4025

14. Preventive Measures: Leveraging Pandemic Insights to Preempt Academic Misconduct   Wescoe 4008

20. Learning for Our Common Good: Translating Evidence into Meaningful Action   Wescoe 4041

21. Finding a Balance Between Flexibility and Structure in Class   Wescoe 4043

22. Adopting Antiracist Approaches in Academic Medicine: Community of Practice   Wescoe 4040

23. Getting Off to a GREAT Start: Strategies for Creating an Inclusive Classroom from Day 1   Wescoe 4076

These sessions are new during Breakout III:

24. **Teaching to Advance the Common Good: Small Steps for Exploring Society's**   Wescoe 4033
Big Challenges
Andrea Follmer Greenhoot, Center for Teaching Excellence/Psychology, & Mark Mort, Ecology &
Evolutionary Biology

Higher education has a crucial role to play in improving the human condition, yet this value is not always evident to our students or the public. This session explores examples of small and big steps instructors can take in their courses to center students' learning experiences around vital problems that privilege community and societal needs. We argue that engaging students with these sorts of problems from the very beginning can enhance learning, prepare students to navigate the complexities of our society, and help us reclaim the narrative about the value of higher education.

25. **Meeting Student Needs Through Multiple Modes: Information Literacy Instruction**   Wescoe 4034
Beyond a Pandemic
Jill Becker & Natalie Mahan, KU Libraries

The pandemic forced library instructors to experiment with new modes of teaching, including interactive tutorials, short videos, Zoom discussions, virtual activities, and more. By strategically combining synchronous and asynchronous approaches we were able to provide more flexibility for faculty and students alike. Applying what we've learned in the past year, librarians will work with faculty to customize library instruction to best meet their course outcomes. In this session, participants will work in small groups with a library instructor to build a multi-modal instructional framework tailored to their course that guides students through each step of the research process.

26. **Using Technology to Personalize Courses**   Wescoe 4007
Joseph Chapes, IT; Kodithuwakku Antha Indika, Mathematics; Doug Ward, CTE/Journalism &

Mass Communications

Technology can't replace human interaction, but it can help instructors give their courses a more personal feel. In this session, we will share ways that instructors can use things like adaptive release, content filtering, and content design to create a more individualized environment in Blackboard and Canvas. We will also share some other easy-to-use tools and invite participants share their experiences in using technology to personalize courses.

27. Implementing Practical DEI Modules in Language Teaching and Curriculum   Wescoe 4012
Ljudmila Bilkic & Andrea Meyertholen, German Studies

This session addresses the successes and challenges of effecting DEI practices and anti-racist pedagogy in the foreign-language classroom. Despite the ever-growing centrality of DEI initiatives at all levels in education, few discussions speak to the practical, real-time instructional needs and concerns of foreign-language teachers. Consequently, instructors often must meet the singular demands, hurdles, and pitfalls in the foreign-language classroom without effectively implementable DEI resources. This session provides a space for the following three goals: sharing our successfully administered DEI practices to date, linking and critically examining ongoing DEI questions and gaps in target language instruction, and collectively ideating two to three feasible strategies to address said gaps in the upcoming academic year (and beyond).

12:30   **LUNCH TO GO**
        Pick up a box lunch from the tables on the west end of 4th floor Wescoe

Thanks to the Center for Online and Distance Learning, Center for Service Learning, IT Client Consulting, KU Libraries, Lied Center, Office of Fellowships, Spencer Museum of Art, The Commons, and Writing Center for participating in the Info Fair.

BREAKOUTS SUMMARY

Room	Breakout I: 10:05–10:45	Breakout II: 10:55–11:35	Breakout III: 11:45–12:25
4002	6. Authentic Assignments	6. Authentic Assignments	
4007	8. First-Generation Students	8. First-Generation Students	26. Personalizing Courses
4008	14. Preventive Measures	17. KU Common Book	14. Preventive Measures
4012	10. Performing Arts for DEI	10. Performing Arts for DEI	27. DEI in Language Teaching
4023	9. Needs Outside the Classroom	19. Concerning Student Behavior	9. Needs Outside the Classroom
4025	13. Kahoot! and Simulations	16. Pandemic's Lessons	13. Kahoot! and Simulations
4033	5. Around the World in 180 Days	5. Around the World in 180 Days	24. Advancing Common Good
4034	7. Adventures in Critical Thinking	7. Adventures in Critical Thinking	25. Information Literacy
4035	11. Using Infographics	18. Essays for Scientific Ideas	11. Using Infographics
4040	3. Growth Mindset	22. Antiracist Approaches in Med	22. Antiracist Approaches in Med
4041	2. Re-Envisioning Classrooms	20. Learning for Common Good	20. Learning for Common Good
4043	1. Creating NextNormal	21. Flexibility and Structure	21. Flexibility and Structure
4051	12. Community Resilience	15. OneNote Class Notebook	12. Community Resilience
4076	4. Field Guide to Hidden World	23. GREAT Start	23. GREAT Start