

KU TEACHING SUMMIT

Empowering Today, Envisioning Tomorrow

August 14, 2025

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

8:30–8:55	Registration	Northwest Budig entrance
9:00–9:15	Welcome & Teaching Recognition <i>Andrea Follmer, CTE Director; Steve Stites, Executive Vice Chancellor Medical Center; Barbara Bichelmeyer, Executive Vice Chancellor & Provost</i>	Budig 130
9:15–10:10	Keynote: Empowering Student-Ready Educators to Advance Innovation in Teaching and Learning <i>Tia Brown McNair, Sovo</i>	Budig 130
10:10–10:20	Door Prizes	
10:20–10:35	Break	
10:35–11:15	SESSION I	

*Breakouts 1-2 will be offered only once.

- *1. Demystifying the Student Team Process** Wescoe 4051
Maja Holmes, Public Affairs & Administration
As instructors we ask students to engage in team projects. This workshop presents interactive strategies to engage students in the team development process and shares specific practices to introduce students to the skills and tools for working effectively in teams. The intent is to build student confidence in themselves and others to be part of the team and learn the levers behind building teams that trust each other.
- *2. From Classroom to Community: Public Service and Civic Engagement for Students (and Instructors, too!)** Wescoe 4023
Steph Ruppen, Center for Service Learning, & Emily Vietti, Organizational Communication
In this session, we will discuss the benefits of student-community involvement and learning in categories that range from community-engaged learning and research to social entrepreneurship. Using examples from KU Service Learning-designated courses, we will guide attendees through incorporating different types of community involvement projects into their curricula and connecting students with the types of public service and civic engagement opportunities that most interest them.
- 3. Executive Orders, Dear Colleague Letters, and Resolution Agreements, Oh My! Navigating the Changing Landscape of Higher Education** Wescoe 4018
Lauren Jones McKown, Casey Smith & Ash Wilson, Office of Civil Rights & Title IX; Kyle Velte, Law
Participants will be introduced to various civil rights and EOs, DCLs, and RAs from 2025 as they relate to KU and day-to-day instruction within classrooms. Presenters will then facilitate discussion of both the pragmatic

and principled positions at play in decision making. The discussion will highlight examples from news, notable investigations, and our lived experiences in and out of the classroom.

4. Developing Role-Playing Exercises About Ethics

Wescoe 4012

Ravi Shanmugam, Management & Entrepreneurship

Participants will learn how to use an in-class exercise for role-playing to challenge students to think critically about conversations about ethics in real-life business situations. The main focus of this session is to demonstrate and discuss this exercise together, with the goal of empowering participants to develop similar exercises themselves—not specifically about business, but any area in which ethical issues are important.

5. Navigating Adversity Using the CTE Values

Wescoe 4002

Joshua Potter & Omar Safir, Center for Teaching Excellence

Teaching and learning in communion with each other have never been more challenging. In the CTE, through many years of practice, we have identified, honed, and striven to embody a few core values. Especially when times are tough or uncertain, we draw confidence and clarity from these bedrock values. In this session, we hope to share this confidence and clarity with you through applying the CTE values to today's challenges.

6. From "Ugh" to "Aha!": Unlocking the Full Potential of Collaborative Learning

Wescoe 4007

Marsha McCartney & Emily Watkins, Psychology

Not all student collaboration is created equal. This session examines three levels of collaborative learning: peer interaction, group work, and teamwork. Each of these differ in structure, purpose, and interdependence. Using research and classroom examples, we'll explore when and how to use each mode effectively. Participants will leave with practical strategies to design collaborative activities that promote accountability, deepen learning, and build real-world skills.

7. Game On! Driving Skill Acquisition in Teaching Labs with Collaborative, Low-Tech Gaming Approaches

Wescoe 4025

Mary Crouch Young & Stacia Troshynski Brown, Physical Therapy, Rehabilitation Sci., & Athletic Training

Transform your educational skills labs from rote practice to a dynamic learning environment. This session introduces practical, low/no-tech strategies using collective gamification to improve engagement and skill mastery efficiently. Learn the fundamental principles behind this approach and how collaborate games can significantly enhance learning outcomes. Participants will gain the ability to describe these methods, explain their value, identify usable examples, and outline a plan to implement simple, effective gamification within their own courses, fostering a more collaborative and motivating lab experience.

8. Ditch the Comma Drama: Elevating Ideas in Student Writing

Wescoe 4043

*Samantha Demmerle & Jennifer Rupp, Wingspan: Center for Learning & Writing Support;
Drew Vartia, Center for Teaching Excellence*

As faculty, we sometimes harp on commas while students struggle with form and content, leaving us deflated by unmet expectations and leaving students frustrated by mixed signals—what to do? This session will provide strategies for reframing writing feedback in the age of AI based on types of assignments and learning outcomes, as well as scaffolding assessment practices throughout the writing process and semester. Ultimately, you will leave with more awareness of the limitations of grammar-centric comments, concrete strategies to provide more targeted and meaningful feedback, and increased confidence in assessing writing.

9. Using Generative Artificial Intelligence Productively in the Classroom

Wescoe 4076

Sara Wilson & Nafiseh Mohammadianaftah, Mechanical Engineering

If you can't beat them, join them. Generative AI has created a challenging dynamic for the classroom. Many are concerned about impacts on academic integrity; while we must continue to focus on this, are there ways to use generative AI constructively? In this session we will demonstrate several tools to use generative AI to achieve learning goals, including a classroom Chatbot and learning from generative AI failure.

10. Helping Students See the "Why": Articulating the Value of Our Courses

Wescoe 4034

Becky Achen, Professional Performance

Today's students want to understand the method behind our madness—they want to know why our classes, content, and assignments matter. In this session we will learn how to articulate the unique value proposition of our courses by integrating "why" into our use of backward design. You will engage in cross-disciplinary discussions and hands-on activities to help craft messaging that connects course content to students' lives, careers, and aspirations. You will walk away with practical strategies to foster student buy-in from day one.

11. Integrating Student Success: Teaching Study Strategies to Students

Wescoe 4008

Stephanie Kajpust & Stephanie Walker, Mathematics

First-year students are often unfamiliar with how to study in mathematics. In our algebra classes, we introduce students to different study strategies and guide them in practicing these skills. This session will cover these techniques and demonstrate how they can be applied in the classroom, with participants actively practicing as students. Not teaching math? Don't worry, these success strategies can be applied to other subjects as well!

12. Understanding KU Freshmen: Data-Informed Action for First-Year Success

Wescoe 4035

Rachel Davis & Millinda Fowles, Undergraduate Education; Ross Markle, Data to Information Action

This fall, all first-time freshmen will complete ISSAQ, an assessment measuring 12 noncognitive factors, contributing to the behavioral, motivational, emotional, and social domains of student success. In this session, faculty will explore the aggregate survey results for incoming Jayhawks and consider how these findings align with the challenges and triumphs students documented during their first semester at KU. Together, we'll develop and discuss strategies for engaging and inspiring new Jayhawks in their academic journey.

13. Innovations in Tests of Reasoning for Advanced Learners

Wescoe 4033

*Laurel Witt, Family Medicine & Community Health; Emma Nguyen, Medical Education;
Christian Steciuch, Psychiatry & Behavioral Sciences*

The medical program launched a required, in-person course for rising third-year medical students during AY 2024-25 that used a novel assessment methodology on evaluating clinical reasoning. In this session, we discuss our approach to scoring, manipulation of rigid exam software, use of committee judgment, and insights garnered into documenting students' progression toward medical competency. Participants should be ready to reference their own courses/curricula as we discuss these issues, as well as problem solve on persistent issues of transparency, formative feedback, and remediation for struggling learners.

14. Digital Humanities in the Lower-Division Classroom

Wescoe 4041

Brigid Enchill, French, Francophone & Italian; Aimee Wilson, Women, Gender & Sexuality Studies

Digital Humanities (DH) tools and approaches such as recording a podcast, contributing to a digital archive, and editing Wikipedia entries are most commonly incorporated into upper-division classes where students are assumed to have grounding in the fundamental principles of a subject. Yet research suggests that DH can facilitate interest and engagement among lower-division learners, because it presents abundant opportunities for non-disposable assignments. In this workshop, participants will consider best practices for scaffolding, assessment, and sustainability when incorporating DH into lower-division classrooms.

11:25–12:05 SESSION II

These breakouts, first offered in Session I, will repeat at this time:

- | | |
|--|-------------|
| 3. Executive Orders, Dear Colleague Letters, and Resolution Agreements, Oh My! | Wescoe 4018 |
| 4. Developing Role-Playing Exercises About Ethics | Wescoe 4012 |
| 5. Navigating Adversity Using the CTE Values | Wescoe 4002 |
| 6. From “Ugh” to “Aha!”: Unlocking the Full Potential of Collaborative Learning | Wescoe 4007 |
| 7. Game On! Driving Skill Acquisition in Teaching Labs with Collaborative Gaming | Wescoe 4025 |
| 8. Ditch the Comma Drama: Elevating Ideas in Student Writing | Wescoe 4043 |
| 9. Using Generative Artificial Intelligence Productively in the Classroom | Wescoe 4076 |
| 10. Helping Students See the “Why”: Articulating the Value of Our Courses | Wescoe 4034 |

The following breakouts are new during Session II. *Breakouts 15, 16, and 17 will be offered only once.

*15. More Than Minds: A Whole Student Approach to University Learning	Wescoe 4035
--	-------------

Lauri Hermann-Ginsberg & Jane Loper, Curriculum & Teaching

This interactive session explores how Whole Child principles—long embraced in K–12 education—can be adapted to the university classroom to support students’ cognitive, social-emotional, and physical well-being. Presenters will share research-backed strategies for integrating holistic practices without compromising academic rigor. Through case study analysis and collaborative reflection, participants will identify practical ways to enhance engagement and student success in their own courses. Attendees will leave with actionable tools to support the whole student in higher education.

*16. AI as Your Student’s Thought Partner: Using AI to Scaffold Academic Writing	Wescoe 4043
---	-------------

Samantha Goldman & Sean Smith, Special Education

Supporting student writers in a rapidly changing academic landscape requires thoughtful use of emerging tools. This session explores how platforms like Copilot and Gemini and other AI tools can help students brainstorm, organize, and revise their writing while maintaining their voice and independence. We’ll begin with a discussion of current challenges and concerns around digital tools in the classroom, followed by hands-on demonstrations and practical strategies for integrating these supports into instruction. Participants will leave with resources and ideas for using these tools to enhance learning for all students, especially those who struggle with writing.

*17. Character Development at the University of Kansas: The IRISE Virtues Initiative	Wescoe 4008
---	-------------

Kim Beets, AIRE, & Nancy E. Snow, Philosophy

This session is an opportunity to discuss the incorporation of KU's IRISE virtues into course offerings at KU. We will focus on pedagogical strategies for fostering character development based on the frameworks of Aristotelianism and exemplar theory. Participants will also learn about an opportunity to take part in a grant-funded program designed to support faculty in redesigning their courses to foster character development at KU. Instructors who participate in this grant-funded program will form a community of practice focused on teaching IRISE virtues and developing the characters of KU students.

18. From Vision to Action: Strategies for Cultivating Student-Ready, Innovative Learning Environments Wescoe 4051

Tia Brown McNair, Sova

Building on the keynote *Empowering Student-Ready Educators to Advance Innovation in Teaching and Learning*, this interactive workshop offers participants the opportunity to deepen their engagement with the frameworks, strategies, and mindsets that drive innovative, participatory, and transformative teaching and learning. Participants will explore actionable approaches to designing learning experiences through collaborative problem-solving, guided questions, and reflection.

19. Empowering Students (and Ourselves) with Disciplinary Thinking Wescoe 4040

Dea Follmer, CTE/Psychology, & Doug Ward, CTE/Journalism & Mass Communications

A skeptical public wants to know the purpose of a college degree. Skeptical students want to know the point of assignments that generative AI can do in a blink. One way we can address those questions is to articulate the value of disciplinary thinking. In this session, we will explore what it means to think like someone (a human) in your discipline and how that lens enhances problem-solving and learning—and helps us respond to our skeptics.

20. Leveraging Generative AI to Support—Not Replace—Student Learning Wescoe 4023

Linda D'Silva, Physical Therapy, Rehabilitation Science, & Athletic Training; Christian Cox & Carl Luchies, Mechanical Engineering

This interactive session examines how generative AI (Gen-AI) can be integrated to support, rather than replace, student engagement and critical thinking. Educators will explore adaptable homework assignments rooted in relevance, choice, and reflection, helping students use Gen-AI to solve real-world problems and build both ethical awareness and metacognitive skills. Case studies from Engineering and Physical Therapy will highlight diverse applications, and participants will discuss strategies, challenges, and ideas for using Gen-AI in their own courses.

12:20–1:00 SESSION III

Pick up a boxed lunch from tables at the west end of Wescoe, then join one of these breakouts.

These breakouts, first offered in Session I or II, will repeat at this time:

- | | |
|--|-------------|
| 11. Integrating Student Success: Teaching Study Strategies to Students | Wescoe 4008 |
| 12. Understanding KU Freshmen: Data-Informed Action for First-Year Success | Wescoe 4035 |
| 13. Innovations in Tests of Reasoning for Advanced Learners | Wescoe 4033 |
| 14. Digital Humanities in the Lower-Division Classroom | Wescoe 4041 |

- | | |
|--|-------------|
| 18. From Vision to Action: Strategies for Cultivating Student-Ready, Innovative Learning | Wescoe 4051 |
| 19. Empowering Students (and Ourselves) with Disciplinary Thinking | Wescoe 4040 |
| 20. Leveraging Generative AI to Support—Not Replace —Student Learning | Wescoe 4023 |

These breakouts are new during Session III:

- | | |
|--|-------------|
| 21. Stronger Together: Centering Community Voice Through Service Learning | Wescoe 4025 |
|--|-------------|

Susan P. Harvey & Olivia Mouser, Health, Sport & Exercise Science; Jessica Cooney, Just Food

Service learning isn't just about students gaining real-world experience—it's a powerful model that also creates meaningful impact for community partners and instructors. Yet, the broader benefits of this approach often go unrecognized. In this session, we'll examine a recent service learning project from three perspectives: the students, the instructor, and the community partner. You'll gain concrete strategies and actionable insights for designing service learning courses that are engaging and beneficial to all stakeholder groups.

- | | |
|--|-------------|
| 22. Teaching in Uncertain Times: How OCRTIX Can Assist in the Classroom | Wescoe 4018 |
|--|-------------|

Rachel Schwaller, History, & Sam Deming, Office of Civil Rights & Title IX

In this session, colleagues will gain an understanding of how to navigate tricky situations pertaining to protected classes, what their role is as a mandatory reporter, as well as what support they can request from OCRTIX for holistic healing and awareness. As executive orders and other federal legislation continue to be issued, thus changing some aspects of higher education, KU continues to protect against harassment and discrimination based on 16 protected classes. We will use unique case studies to take faculty through more complex situations to better prepare them for the academic year.

- | | |
|--|-------------|
| 23. Designing Courses with Students, Not for Them | Wescoe 4034 |
|--|-------------|

Austin Bogina & Howard Graham, Health, Sport & Exercise Science; Kate Gerken, Study Abroad & Global Engagement

Today's students don't just want a degree; they want collaboration, creativity, and meaningful preparation for the *right* job. This session will explore how to gamify learning, co-teach with students, and integrate storytelling, global perspectives, skill development, and real-world experiences. Attendees will leave inspired with practical strategies to transform their classrooms into launchpads for student success.

- | | |
|--|-------------|
| 24. Scaffolding for Student Success | Wescoe 4007 |
|--|-------------|

Lindsey Kraus & Amy Leyerzapf, Leadership Studies

Scaffolded assignments benefit students and instructors alike by isolating knowledge blocks and skill sets, promoting opportunities for deeper learning, and providing accurate assessment while reducing performance pressure and encouraging creativity and intellectual risk-taking. In this interactive session, we will break down the "how, why, and what" of scaffolded assignments, introduce two examples of scaffolded research-based assignments (one undergraduate and one graduate level), and explore opportunities to integrate scaffolding in your courses. Participants should have in mind a proposed or existing assignment of substance to workshop in small groups.

- | | |
|--|-------------|
| 25. AI 101: Building a Personalized GPT for Your Course | Wescoe 4033 |
|--|-------------|

James Basham, Sean Smith, Kathleen N. Tuck & Eleazar Vasquez, Special Education

Have you explored ChatGPT? Did you know you can create your own private GPT for your courses? This session will provide an opportunity for attendees to create a GPT to support their courses. The GPT can be utilized to support students with content summarization from readings and lectures, modeling correct use of AI, or assignment completion.

26. Creating a Culture of Teaching

Wescoe 4076

Kevin McCannon & Lisa-Marie Wright, Sociology

This session introduces a strategy faculty can use for fostering and enhancing a culture of teaching in their departments. Using Sociology's Teaching Brownbag as an example, participants will learn how they can encourage the use of teaching innovations and evidence-based pedagogy through a one-hour "lunch and learn" style event that facilitates regular and productive dialogue among faculty and graduate students. The session covers relevant scholarship and insights from implementing the Sociology Teaching Brownbag as well as why this strategy is beneficial for faculty, graduate teaching assistants, undergraduate students. Participants will explore barriers to a constructive and collegial teaching culture and how they can apply what they learn from this session to develop their own tactics for strengthening their culture of teaching and establishing departmental buy-in for change.

27. Gamification of Learning

Wescoe 4002

Kaila Colyott, Joshua Potter, & Drew Vartia, Center for Teaching Excellence

For many years, instructors at KU have brought tabletop and role-playing games into their classrooms to enhance student learning. In an effort to make connections between all these individual efforts, the CTE is convening a new faculty working group focused on developing and testing best practices in the gamification of learning. During this session, we hope to identify folks who would be interested in joining the group, as well as gather feedback about how such a group would focus its efforts.

Edwards Campus participants: Please join John Bricklemeyer in Wescoe 4025 for a post-Summit meeting

Thanks to the Center for Online and Distance Learning, IT Client Consulting, KU Employee Wellness, KU Libraries, KU Reads, McNair Scholars Program, Spencer Museum of Art, Student Support and Case Management, The Commons, and Wingspan: Center for Learning & Writing Support for participating in the Info Fair.

*And thanks to KU Reads for providing copies of this year's Common Book, *The Anthropocene Reviewed: Essays on a Human-Centered Planet* by John Green, for two of the Summit door prizes.*

Please give us your feedback about the Summit:

https://kusurvey.ca1.qualtrics.com/jfe/form/SV_9srmgYhazQR2OG

or use this QR code:



BREAKOUTS SUMMARY

Room	Session I: 10:35–11:15	Session II: 11:25–12:05	Session III: 12:20–1:00
4002	5. Navigating Adversity	5. Navigating Adversity	27. Gamification of Learning
4007	6. From “Ugh to “Aha!”	6. From “Ugh to “Aha!”	24. Scaffolding for Success
4008	11. Integrating Student Success	17. Character Development	11. Integrating Student Success
4012	4. Role-Playing About Ethics	4. Role-Playing About Ethics	
4018	3. EOs, DCLs, and RAs, Oh My!	3. EOs, DCLs, and RAs, Oh My!	22. Teaching in Uncertain Times
4023	2. From Classroom to Community	20. AI to Support—Not Replace—Student Learning	20. AI to Support—Not Replace—Student Learning
4025	7. Game On!	7. Game On!	21. Stronger Together
4033	13. Innovations in Tests of Reasoning	16. AI as Students’ Thought Partner	13. Innovations in Tests of Reasoning
4034	10. Helping Students See Why	10. Helping Students See Why	23. Designing Courses <i>with</i> Students, Not for Them
4035	12. Understanding KU Freshmen	15. More Than Minds	12. Understanding KU Freshmen
4040		19. Empowering Students with Disciplinary Thinking	19. Empowering Students with Disciplinary Thinking
4041	14. Digital Humanities in the Lower-Division Classroom		14. Digital Humanities in the Lower-Division Classroom
4043	8. Ditch the Comma Drama	8. Ditch the Comma Drama	25. Building a Personalized GPT for Your Course
4051	1. Demystifying the Student Team Process	18. From Vision to Action	18. From Vision to Action
4076	9. Using AI Productively in the Classroom	9. Using AI Productively in the Classroom	26. Creating a Culture of Teaching