TEACHING, LEARNING & INNOVATION SUMMER INSTITUTE

2025

Georgetown University's Teaching, Learning & Innovation Summer Institute (TLISI), held from May 19 to 22, 2025, welcomed educators from across the University for four impactful days of learning, collaboration, and inspiration. Hosted by the Center for New Designs in Learning and Scholarship (CNDLS), this signature event is a cornerstone of Georgetown's commitment to continued excellence in teaching and learning.

This year's program invited participants to engage with some of the most pressing and exciting topics in higher education. Through thought-provoking keynotes, hands-on workshops, student and faculty panels, and lively roundtable discussions, attendees explored a variety of pedagogical approaches. They also actively contributed to pushing the boundaries in areas such as fostering inquiry and dialogue, leveraging AI in the classroom, designing impactful experiential learning opportunities, and promoting student well-being.

Amid the rapidly evolving landscape of higher education, TLISI highlighted that Georgetown University continues to evolve as a vibrant, collaborative community dedicated to supporting students and faculty in the classroom and in life.

"THE TLISI SESSIONS WERE THOUGHT-PROVOKING AND INCREDIBLY RELEVANT TO MY TEACHING PRACTICE."
— FACULTY MEMBER



INVITED SPEAKERS

"THE PLENARY ON ACADEMIC FREEDOM WAS THE BEST SESSION I ATTENDED."
— FACULTY MEMBER



PANEL

Exploring Faculty Perspectives on Academic Freedom and Civil Discourse

Panelists discussed academic freedom and civil discourse, highlighting findings from two surveys: a national study of faculty perspectives conducted by the AAC&U and a study of Georgetown student perspectives conducted on our campus. The conversation focused on faculty and student attitudes, institutional recommendations, and strategies for fostering dialogue.



Ashley Finley, Ph.D.
Vice President for Research and Senior Advisor to the President
American Association of Colleges and Universities (AAC&U)



Jeremy Young, Ph.D.
Senior Advisor for Strategic Initiatives
American Association of Colleges and Universities (AAC&U)



Elizabeth Foster (C'27)
American Studies Major
College of Arts & Sciences
Former Free Expression Fellow and Campus Advocates Fellow, PEN America



Ella Washington, Ph.D.
Professor of the Practice
McDonough School of Business

SPEAKER

Fostering Inclusive Learning and Leadership in the Classroom in Uncertain Times

Dr. Ella Washington offered compelling insights into how educators and leaders can foster inclusive environments that nurture the success and development of all learners. She drew on her extensive research and experience coaching leaders across sectors to emphasize the necessity of embedding values of inclusivity and diversity into the core of educational institutions and organizations.

PROGRAM HIGHLIGHTS

LUNCHTIME PLENARIES

PANEL

What is the Role of Artificial Intelligence (AI) in Education?

Panelists discussed the implications of AI in academic settings, offering a range of perspectives from advocacy to skepticism. The plenary grappled with questions around AI's effect on the learning experience, ethical considerations in using AI-driven tools, and balancing technological advancements with human-centered learning principles.





Meg Leta Jones, Ph.D., J.D.
Provost's Distinguished Associate Professor
Communication, Culture & Technology

Ananya Chakravarti, Ph.D.
Director of Graduate Studies and Associate Professor
Department of History

Nawar Shara, Ph.D.
Founding Co-Director of AI CoLab and Associate Professor
School of Medicine



Soyica Diggs Colbert, Ph.D.
Interim Provost

Alexander Sens, Ph.D.
Dean
Graduate School of Arts & Sciences

Thomas DeLeire, Ph.D.
Interim Dean
McCourt School of Public Policy

Debora Dole, Ph.D., C.N.M.
Vice Dean for Academic and Faculty Affairs
School of Nursing

PANEL

The Role of Georgetown in a Shifting Global Landscape: A Conversation with GU Leaders about the State of Higher Education

Drawing from their experiences and fields of study, Georgetown leaders addressed the shifting dynamics and demands being put on higher education. The conversation also highlighted how Georgetown is leaning into its core values as a Jesuit institution to navigate these challenges.



POPULAR SESSIONS



How GU Faculty are Integrating AI in the Classroom
Jeanine Turner, Ghayda Ali, Clay Shields; moderated by Molly Chehak

AI & Research: Data Analysis
Ella Csarno and Abby Sheetz

Developing Your AI Policy and Syllabus Statement
Molly Chehak and Ella Csarno



Practicing Dialogue Across Difference
Elton Skendaj

Engaging Across Differences: Piloting the Doyle Dialogue Student Fellows Program
Joselyn Schultz Lewis, Rachel Gartner, Nick Scrimenti, Nafisa Isa, Toby Shu, Olivia Mason, and Cosmo Salicone

"It's Going to Come Up..." Designing Your Course with Space for Dialogue, Difference, and Discomfort
Joselyn Schultz Lewis and Maggie Debelius



Supporting International Students in the Classroom and Beyond
Stephanie Kim, Stephanie Gallop, Sharla Rivera, Heather Gregg Zitlau, and Heather Weger

A Journey Beyond Repair: An Ecosystem Approach to Transforming Trauma
Kate Woodsome, Mays Imad, and Kendall Bryant

Fostering Belonging in the Online Classroom
Michelle Ohnona

ATTENDANCE

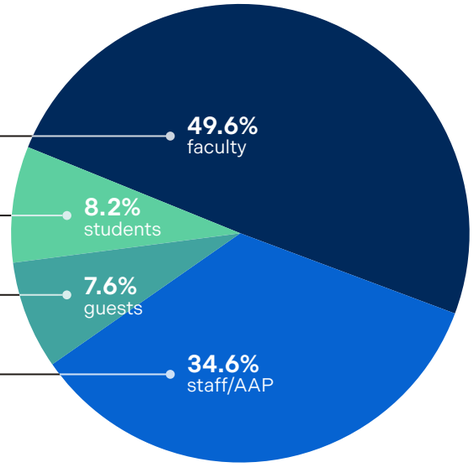
343 faculty, staff, graduate student instructors, and guests from neighboring institutions attended TLISI and participated virtually throughout the week. More than 40 CNDLS staff and graduate associates ran sessions, coached PODS teams, and staffed the event. Various session types and modalities, along with social gatherings, good food, and fun, enabled a range of participation.

- **170** faculty
- **28** students
- **26** guests
- **119** staff/AAP

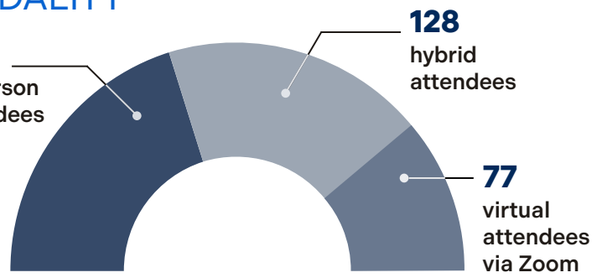
OVERALL

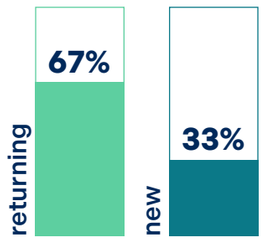
212 **total university units**
were represented at TLISI

102 **departments**
were represented by faculty attendees at TLISI



MODALITY









REASONS FOR ATTENDING

84%	Learn from colleagues
60%	Learn about teaching with AI
60%	Build community and connection with others focused on teaching
56%	Build skills and improve as an instructor
52%	Interest in the plenary/ keynote speakers
38%	Learn more about free speech, dialogue, and expression
38%	Learn more about experiential learning

PERCENTAGE OF FACULTY REPORTING THAT TLISI 2025...

Encouraged meaningful conversation around challenges in higher ed	**95%**
Enhanced my ability to do my job well at Georgetown	**95%**
Provided me with concrete, applicable information	**93%**
Helped me improve as an instructor	**92%**
Inspired me to make some changes in my courses	**90%**
Gave me opportunities to build community with others	**85%**
Increased my confidence in dealing with AI in my teaching	**78%**

SATISFACTION

Overall
4.5

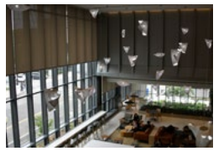
In-person experience
4.5

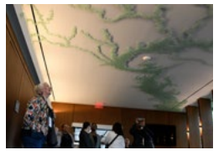
Zoom experience
4.3

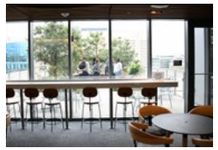
TLISI BY THE NUMBERS

EXPERIENTIAL LEARNING

EXPLORING GEORGETOWN'S CAPITOL CAMPUS









For the first time, TLISI held programming at Georgetown's new Capitol Campus in downtown Washington, D.C. Attendees explored the power of place-based pedagogy and the rich possibilities of experiential learning in the city.

A thoughtful panel featuring faculty from across disciplines shared what it's like to teach at the Capitol Campus. Assistant Dean of the School of Health Brian Floyd, Associate Teaching Professor in the Department of English Becca Tarsa, Director of the Race & Economic Empowerment Project at the Kalmanovitz Initiative for Labor and the Working Poor James Benton, and Distinguished Professor in the McCourt School of Public Policy James Habyarimana explored how they partner with local organizations and integrate D.C. into learning experiences.

The event continued with a tour of the new McCourt School of Public Policy building that showcased the building's amenities, including a 400-seat auditorium, study and work spaces, dining options, and technology-enhanced classrooms. Attendees saw firsthand how the new facility will help faculty create engaging learning opportunities in the heart of the city.



"I FOUND THE CAPITOL CAMPUS VISIT EXTREMELY HELPFUL, ESPECIALLY AS AN ADMIN WHO WILL BE EXPANDING MY WORK TO CAPITOL CAMPUS."

— CAPITOL CAMPUS TOUR ATTENDEE

PRODUCTIVE OPEN DESIGN SPACES

Productive Open Design Spaces (PODS) offers teams from across the university the opportunity to ideate, iterate, and create together during the TLISI week. CNDLS coaches use a human-centered design approach to support teams in tackling curriculum, course, and program redesign. This year, 100% of PODS survey respondents said they were likely or very likely to recommend the experience.

The 2025 participating teams included:

- MS in Climate, Environment and Health
- Graduate Student Isolation and Community
- CSJ Ed Team Visioning
- Developing the First Fellows Junior Year Curriculum
- Program Evaluation in a Prison Education Context
- THRIVE – Total Hoya Readiness Intro to Vocation and Excellence
- iTHREADS: Transforming Health through Relationship-based Education and Digital Storytelling



PODS

Partners and Co-sponsors

The Capitol Applied Learning Labs (CALL) | Classroom Educational Technology Services (CETS) | The Engelhard Project for Connecting Life and Learning | Georgetown Libraries | Georgetown University in Qatar (GU-Q) | GUWellness | Healey Family Student Center | The Learning, Equity, Access, and Pedagogy (LEAP) Initiative | The Red House

CNDLS
THE CENTER FOR NEW DESIGNS IN LEARNING & SCHOLARSHIP

GEORGETOWN UNIVERSITY