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LTC Newsletter

University of Dayton. Ryan C. Harris Learning Teaching Center

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Lessons from Building an “A-Frame”

Deborah J. Bickford (Associate Provost for Academic Affairs and Learning Initiatives)



From the day we opened the doors to the Ryan C. Harris Learning Teaching Center in January of 2000, we’ve described ourselves as a laboratory for innovation in teaching and learning. Within these walls we’ve worked to stimulate students to enhance their potential to learn, even as we’ve worked with faculty to expand their portfolio of skills. In the John O. Geiger Studio, we’ve established processes that allow faculty to teach an entire course supported by a community of practice and free of the conventional teaching evaluation form, allowing risk taking in a “safe” environment. Individually and collectively, the staff of the LTC has worked to encourage faculty, staff and students to try new approaches and learn from them within the safety of the LTC laboratory.

So it seemed a logical extension for us, in the spring of 2006, to consider positioning ourselves as a laboratory for experimentation with assessment. Around the table in the administrative area, we brainstormed plans to hire a graduate assistant to help us build an “A-Frame”—to help us move beyond thinking of assessment as something others ask of us and toward a deep appreciation for the gifts an “A-Frame” provides—a perspective of inquiry that stimulates ever increasing levels of awareness, effectiveness and accomplishment. We committed to experimenting with the use of a GA, and reporting to the campus community the experience of leveraging the talents of a GA in developing assessment capability and mindset, i.e., developing an “A-Frame.”

LTC Fellow Sawyer Hunley (SOEAP) led us to graduate assistant Katie Weekley, and in August of 2006, we began orienting Katie to the LTC. From the beginning, Katie asked all kinds of questions, which stimulated a flurry of activity to locate source documents for the LTC (“what was the original purpose of the LTC?” “How are we achieving that original intent?”), stimulated memories (gee, why do we do things the way we do them?), and raised awareness of the fact that so many of the employees in the LTC had not been here in 2000 and therefore had not had the opportunity to help shape collective consciousness of our role. Questions of mission and vision led us to invite our very own LEAD staff member Dude Coudret to help facilitate the effort, as he had experience in leading vision workshops within LEAD.

What ensued was several months of active engagement of the entire staff of the LTC in this creative process. First, Dude facilitated the LTC staff in a process of exploration and identification of our core values. Then, through all group meetings, as well as smaller group gatherings, we developed meaningful vision and mission statements that emerged from our collective talents and perspectives; these serve as cornerstones of our “A-Frame.” [See box on page 3 listing the vision and mission statements.]

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Lessons from Building an “A-Frame”

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With the cornerstones firmly in place, we are now able to work to identify key goals and practical, do-able ways to discern the extent to which we are meeting these goals. We’ve been learning a lot in this laboratory, and will share with you what we’re learning as this second year unfolds.

Top lessons to date:

- A renewed awareness that Stephen Covey’s reminder to “Keep the main thing the main thing” requires a deep understanding of and commitment to a shared vision and mission.
- The newest members of our community provide an invaluable perspective by seeing with fresh eyes and asking questions that may seem obvious but are often overlooked by those of us who are veterans.
- In identifying our core values, the staff not only reported the value of their work (impact, innovation), but the manner in which they work (character, dynamic environment, fun)—process as well as content emerged as core values. Thus, how we work is a key value to us.
- Debating the meaning of words chosen for the vision and mission was very fruitful. The vision statement of “enhancing potential for transformational learning” led to a very productive questioning about what transformational means. Though we were not unanimous in our embrace of that particular adjective, we were unanimous in our interest in fostering learning that changes people.
- Developing an assessment mindset (the “A-frame”) will allow us to ask increasingly sophisticated and interesting questions about our programs to help us make them ever more responsive to and valuable to the campus.
- There is no endpoint in developing an assessment frame and culture, just as there is no endpoint in developing one’s research program.
- It helps to embrace challenging questions with a mindset of “How fascinating!” and “How will we go about answering this?” rather than “Oops—I don’t know the answer, so let’s divert our attention to something else.”

I am looking forward to another year of exploration and building of our “A-Frame.” We are now working to develop a handful of key measures to assemble on a “dashboard” for assessing our key programs and services. With those assessments will come a strengthening of programs to serve the campus’ quest for academic excellence.

Assessing Assessment

Katie Weekley (LTC) and Dude Coudret (LEAD)

Even if you aren’t meeting with colleagues around the water cooler to talk assessment, we would venture to guess that assessment is on your mind more than you realize. We make decisions of what to wear by assessing the weather outside. We keep track of our health by measuring our blood pressure, heart rate, or weight. We make decisions on what to eat after looking over a menu and we certainly assess the latest books or movies that are out to determine what we will read or go see on a Saturday night. Simply put, assessment is a way to answer questions. For our work, assessment answers critical questions such as, “We are spending our time and resources on something; is it working?” or “Here are our goals. Are we meeting them?” or “Where are my students struggling and how can I help them?” The “wondering” that drives assessment is the same inquisitiveness driving our research work. Assessment is taking an inquiry-based approach to improving our work; what do I need to know, and how can I find that information? We all want to make informed choices and good decisions, so assessment seems to make sense for everyone.

Assessment has become a valuable process to improvement in higher education. In the Ryan C. Harris Learning Teaching Center (LTC) there has been an ongoing discussion of how to develop assessment processes in the LTC that might help the campus community embrace the full potential to inquiry-based improvement approaches. In discussing all that would be involved, we realized that this was the perfect opportunity to practice what we preach and develop our own assessment plan. The LTC, as a campus resource and a source of campus initiatives, saw this as a great opportunity to model the process of developing assessment outcomes, instruments, and sharing openly our experiences (the good, bad, and the ugly) with the entire University. We decided to keep scrupulous notes and to report our discoveries, strengths, and challenges throughout the journey in hopes that others will be able to use our experiences as a guide to embark on or enhance their own assessment journeys. We have related our assessment process with that of Lewis and Clark’s journey to the western coast of America, from whom others were able to learn so much about the American landscape because of their candid and thorough documentation.

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In September 2006, an LTC Assessment Team was formed and a timeline developed. The Team consists of LTC staff members, faculty, and graduate students. The Team set the goal of a two-year project. In the first year we’ve gone through the process of identifying assessment goals and developing instruments to measure those goals. Next year will focus on the implementation of the assessment instruments. This past year, we began with the important question, “what is our mission, and how do we know we are achieving it?” Answering this question took almost the entire year, but as the cornerstone of our “A-Frame,” we knew it had to be answered authentically and collaboratively. The process was interactive and our motto throughout was: “doing, not drafting.” The goal was active discussion and exercises involving the entire LTC staff, rather than using the work of select individuals. We have taken great strides in establishing our foundation, our values, vision, and mission.

“People don’t want to do assessment; they want to realize a dream, improve what they’re doing, or to be excited by a new initiative.”

One quote from assessment guru Barbara Walvoord (2004) resonated with us in the early stages of our work: “People don’t want to do assessment; they want to realize a dream, improve what they’re doing, or to be excited by a new initiative.” We have come to realize that the true power of assessment unfolds when it stops being a process of checking-boxes and starts to stimulate intellectual curiosity. It is our hope that once we have completed the experiment ourselves, we can offer the campus community information on assessment practices that will continue to promote such curiosity. Stay tuned to the Winter LTC newsletter to learn more about the implementation of our assessment measures.

Why Such a Big Deal about Assessment?

Joseph A. Untener (Associate Provost for Faculty and Administrative Affairs)

Dollars spent on IT, square footage of lab space, number of holdings in the library, percentage of faculty with PhD’s.... The days of relying on such easily quantified metrics as a measure of academic programs are almost certainly gone forever. UD carries many accreditations and nearly all of them have moved to an assessment orientation. This approach moves the focus from inputs to outputs, from the past to the future, and from descriptive reporting to documenting real evidence of student learning. This approach fits well with the mission and culture of UD, and reviewers from AACSB, ABET, and others have been impressed with UD programs they have visited in this light. In September we’ll have a chance to show our assessment work to a team of “consultant/evaluators” with a university-wide view and get their feedback as well.

This newsletter shows efforts made by the LTC to implement assessment in its programs – and in fact, assesses assessment. This “A-Frame” approach has taken hold in other places throughout UD including academic programs, the libraries, and even operations such as dining services. In the early days of this assessment approach, much of higher education placed the emphasis on surveying, measuring, and accumulating vast amounts of data to prove that assessment was taking place. Now, like the examples you’ve read from the LTC, we are more effectively “closing the loop” meaning that we are more consistently making changes that improve our programs and services based on valid assessment data. Rather than assessing for assessment’s sake, UD professionals are responding to NSSE data with programs like “Porch Reads,” changing communications requirements based on feedback from employers, and adjusting learning communities based on student and faculty feedback.

This fall UD will have its first university accreditation based on new criteria that are assessment-driven. This accreditation visit is conducted by the Higher Learning Commission of the North Central Association (HLC). The HLC at its core is focused on a well-defined institutional mission and continuous improvement in delivering on that mission through an effective assessment and change process. UD is just completing a three year “self-study process” that considered all aspects of the University relative to

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Assessment

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five general criteria provided by the commission (see <http://Accreditation.udayton.edu>). In the resulting report, while responding in the format of five broad criteria, essentially UD needs to 1) provide evidence that it has a clear mission that is articulated, understood, and communicated; 2) that it effectively meets that mission for its stakeholders, and 3) that it is continually improving the way that it delivers on its mission. This type of an approach allows each institution its own identity rather than forcing it into a standard template with a long list of ratios and counts that might not apply. It also puts the onus on the institution to provide real evidence of performance and confidence that it will continue to improve rather than to decline during the period before the next accreditation cycle.

UD, with its distinctive mission and focus on learning outcomes welcomes this approach. The assessment stories you’ve read in this newsletter are examples that are reflective of the overall assessment work at UD. The LTC has gone through a process that parallels the university process, from defining its mission through the assessment of the efforts to meet that mission. For all of UD to continue to develop and improve the way in which it delivers its mission, each part of the University must do the

same. Not all areas are as well-developed in assessment as they should be. The self-study process determined that there are many areas that do a great job of assessment, but there are some that need to do more. Additionally, the assessment efforts sometimes fail to close the loop with real change, and there is a need for more central support, coordination, and communication of assessment efforts. The self-study process showed us about assessment what most assessments show: that much is in very good shape, but there is room for improvement. More importantly it informs us in how to make those improvements.

In September when a visiting team of 12 higher education professionals from across the country is here to follow up on the self-study report and re-accredit the university, we will have an opportunity to get an outside and expert opinion of UD’s assessment work. Assessment in the LTC will be reviewed along with assessment throughout the rest of the institution and we’ll get a sense of where we stand in the development of our assessment work... and it won’t be done by filling in blanks on a form with the ratio of our endowment to the number of students or by counting the number of PC’s on campus.

Reading Group

The Omnivore’s Dilemma: A Natural History of Four Meals
by Michael Pollan

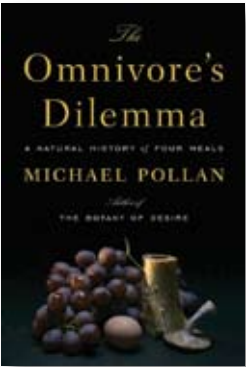
At the University of Dayton we are beginning a process of thinking holistically about Sustainability, Energy and the Environment. One fascinating realm in which there is a convergence of these issues is in our kitchen and on the dining room table. Michael Pollan explores four different approaches to our food system, ranging from drive-through fast-food to a trek into the woods as a modern-day hunter-gatherer. Along the way we find out much about how our food is produced and marketed, and forced to think carefully about the long-term sustainability of an agricultural system that will be increasingly difficult to support.

Facilitated by: Bob Brecha
Thursdays, 9/20, 10/4, 10/18, 11/1
3:00-4:30 PM, LTC MeetingSpace



About the Author:

Michael Pollan is a professor of journalism at the University of California, Berkeley, where he is also the director of the Knight Program in Science and Environmental Journalism. Also, he is a contributing writer to *The New York Times Magazine* and the author of four books, *The Botany of Desire: A Plant’s-Eye View of the World*, *Second Nature*, *A Place of My Own*, and *The Omnivore’s Dilemma*. The recipient of numerous journalistic awards, including the Reuters-I.U.C.N. Global Award in Environmental Journalism, Pollan served for many years as executive editor of Harper’s. His articles have been anthologized in *Best American Science Writing*, *Best American Essays*, and the *Norton Book of Nature Writing*.



About the Facilitator: Bob Brecha (Physics and Electro-optics Program) is the Mann Chair in the Sciences.

If you are interested in joining this reading group, please contact Lora Butcher at Lora.Butcher@notes.udayton.edu or 229.3309.

Alumni Awards in Scholarship and Teaching

On behalf of the University of Dayton Alumni Association, the Faculty Awards Committee makes two awards that recognize nominated faculty who have made distinguished contributions to scholarship and teaching. Individual faculty or teams of faculty can be recognized using the guidelines and selection criteria described on the LTC Web site (<http://LTC.udayton.edu/Faculty>). Recipients of the awards receive \$3,000 and will be invited to make public presentations at appropriate ceremonies and forums.

2007 Alumni Award in Teaching - Dr. Rex Berney



Dr. Rex Berney has exposed a whole generation of science, engineering and non-science students to the excitement and wonder of physics. Among his outstanding innovations, Dr. Berney was among the first to incorporate computers for data collection and analysis into undergraduate laboratories.

At UD, Dr. Berney has consistently received top teaching evaluations. In 1995 he received the College of Arts and Sciences Teaching Award. He has developed the entire upper level laboratory curriculum currently in use in the Physics Department. In addition, all of the computer interfaced experiments for SCI-190 were developed by Dr. Berney and have been used by thousands of students taking the INSS sequence. He has been involved with developing and presenting many special teaching efforts, such as the Future Leaders in Science program, Summer Instrumentation Institutes, Dayton Honors Seminar, Techfest, local high school outreach lectures, and Optics Workshops. Dr. Berney has also been an advisor for over one hundred students in the Pre-Medical program and in many Honors Theses and Stander Symposium projects.

On a national basis, Dr. Berney’s expertise in teaching computer interfacing and electronics has allowed him to teach over 30 courses to 700 faculty from 35 states and 350 different institutions of higher learning through his participation in the National Science Foundation Chautauqua Program. On an international basis, Dr. Berney received a Fulbright scholarship to establish an electronics and computer interfacing facility and curriculum at the University of Liberia in West Africa. He also served as a visiting professor in Malaysia to teach and mentor faculty at the Institut Teknologi Mara.

2007 Alumni Award in Scholarship - Dr. Peter Powers



Dr. Peter Powers has been an outstanding and highly productive research physicist since joining the UD Physics Department in 1997. While at UD, he has authored or co-authored 20 papers in refereed journals, coauthored a chapter in the Optics Encyclopedia, served as editor for two conference proceedings, presented 10 invited talks, authored or co-authored 29 presentations at national conferences and has received one additional patent.

Dr. Powers is directly responsible for approximately \$1.7 million in funding since joining the Physics Department. In 2004, Dr. Powers won the College of Arts and Sciences Award for Outstanding Scholarship. In 2001, he won the Sigma Xi George B. Noland Award for Scientific Research and the Technical Achievement Award from the Electro-Optics Sensor Technology Division at WPAFB. In 2000 he was also given the Division Chief’s Award from the Electro-Optics Sensor Technology Division at

WPAFB. Dr. Powers shares his research world with undergraduate physics students and electro-optics graduate students. He has mentored and served as research advisor for a total of 23 electro-optics and physics students during his tenure at UD. In addition, he has served on multiple thesis and dissertation committees during that time. His exceptional and on-going research contributions coupled with his dedication to teaching make him a true teacher-scholar.

On a national and international basis, Dr. Powers has maintained his collaborations with Sandia National Laboratory and has established additional research partnerships with WPAFB, the National Research Council of Canada, Tohoku University in Japan, and various commercial companies.

This year the Faculty Awards Committee, appointed by the Provost, consisted of Chair Richard Chenoweth (Music), and committee members Jamie Ervin (Mechanical & Aerospace Engineering), William Lewis (Management and Marketing), Eugene Moulin (Teacher Education), Mike O’Hare (Physics), Joyce Dean (Alumni Office), and students Elizabeth Becker (history major) and Gary Motz (biology and geology major). Photos courtesy of UD Public Relations.

Enhancing Student Culture for Academic Engagement and Excellence

Summary of Funded Proposals, 2006-2007

In the fall of 2006, Provost Fred Pestello set aside \$100,000 to stimulate changes leading to an enhanced UD student culture for academic engagement and excellence. The Provost tasked the Faculty Development Committee (FDC) with developing guidelines and a selection process for distributing the funds in the form of grants. After careful consideration, the committee developed a relatively simple and straightforward competitive grant process to foster curricular and cultural innovation and the showcasing of best practices. The grants were designed to help foster innovations that support the implementation of “Focusing the Vision for 2010.” The FDC received 18 preliminary applications requesting \$244,000 in total. In January 2006, the FDC reviewed and approved funding for 10 proposals (listed below). There are many co-collaborators involved in each project; the designated contact person is listed after each project title. The FDC extends hearty congratulations to the grant recipients (and the many team participants not listed below) and offers best wishes to these exciting projects.

Three proposals funded this year (indicated by asterisks) were renewals from the 2005 funding period. These resubmissions were deemed by the reviewers to be significant enhancements to the prior funded projects and will allow the projects to build on their prior successes and to continue supporting innovations for academic excellence.

Porch Reads: Conversations within the Campus Community* (Contact: Heidi Gauder)

Student familiarity with porches as community gathering places will be utilized to bring people together to talk about books in an informal setting. Select teaching faculty, librarians, Residence Education staff, and students will read a common book and then talk about it. This project targets the second-year students over the course of two semesters, with the opportunity to read four books. Discussions will be conducted in an informal atmosphere over refreshments. Sophomores who participate will have an opportunity to enter a drawing for textbook vouchers. Returning juniors will also have a chance to participate, with increased responsibilities for leading and facilitating the book discussions. Seniors who still want to be involved will be given the opportunity to select and organize their own book discussions, with administrative assistance from the library. Some of the anticipated outcomes include an engaged community of learners, a renewed or newfound desire to read, and connected learning to a world outside the campus.

Minority STEM Summer Bridge Program (Contact: Laura Bistrek)

The Minority STEM Summer Bridge Program offers incoming first-year students from designated populations majoring in science, technology, engineering, or mathematics (STEM) the opportunity to get a “head start” on their first semester at the University of Dayton. The students will come to campus for a week prior to orientation activities to prepare for math and science courses; become familiar with the University; and interact with each other, current students, faculty, and staff. The objective of the program is to develop a cohesive cohort of students before the start of the semester, develop student and faculty/staff relationships, and improve student academic performance and retention in the STEM fields.

Perspectives on Faith and Life Series* (Contact: Crystal Sullivan)

Perspectives on Faith and Life is a five-times a year dinner and discussion series designed to generate substantive discussion among students and faculty on select religious, academic, and social topics and their related faith perspectives. Led by faculty or staff speakers, the process of each session includes speaker time and facilitated small group table discussions over a meal. Through this informal, yet substantive experience, students participate in meaning making conversation that educates, stretches their comfort zones, and provide opportunity to share individual ideas and beliefs in a controlled environment. Faculty speakers bring a faith perspective on themselves or their field of expertise to the table.

Bringing UD to the River: A Multidisciplinary Seminar and Learning Community to Develop the River Institute (Contacts: Donald Pair and Richard Ferguson)

The proposal is for a year-long Rivers Institute seminar and learning community consisting of 30 University of Dayton students, interested faculty, staff, and community partners. The members of this learning community will create an action plan for the Rivers Institute at the University of Dayton. Designed primarily by students, in close collaboration with faculty, staff, and community partners, the action plan will account for all aspects of the Rivers Institute, including, but not limited to, research, education, community engagement, recreation, service, and a physical presence on the Great Miami River.

World Rhythms: Integrating the Arts Across Campus (Contact: Darrell Anderson)

This proposal is for an artist-in-residence program built around the UD Arts Series’ world music concerts known as the World Rhythms Series (co-presented by Cityfolk). The educational objective of these residencies is to deepen and broaden the arts experience of UD students. Working in partnership with both CIP and ArtStreet, the Arts Series Committee and Office will develop a series of programs from many disciplines to share the artist’s experience and vision with students in classroom and workshop settings, also encouraging students to attend the culminating live performance at week’s end. Together, the residence and final concert complement each other and advance the university’s goals to both 1) advance international and intercultural citizenship and engagement, and 2) cultivate outstanding scholarship, research, and artistic creation.

Art + Science Collaboration for Stander Symposium Performance and Art Exhibit (Contact: Susan Byrnes)

The Nano Engineering Science and Technology (NEST) lab is a unique UDRI resource that produces sophisticated imagery with both scientific and aesthetic appeal, using some language and tools common to both artists and scientists. Art + Science will capitalize on that common ground to encourage cross-disciplinary learning for students interested in the arts and the sciences, and make visible the potential for interdisciplinary collaboration between two traditionally distinct fields of study. With the NEST lab, the stage, the art studio, and the gallery as learning environments, teams of art, science, and other students and faculty will create a river – themed theatrical performance piece for the Celebration of the Arts with sets using NEST Lab inspired imagery, and develop and display a visual art exhibit at ArtStreet of original works produced as a result of using the NEST lab. The two projects in this proposal will target participation by art and science students, and they will also be open to students of any major.

UD Sustainability Sculpture Design Competition (Contact: Susan Byrnes)

In Summer 2006, 11 tons of marble sheeting (3/4” x 5’5”) was saved from demolition during the renovation of Marycrest Hall. In an important public gesture of responsible stewardship, as well as a demonstration of UD’s commitment to artistic creation, this valuable material, that would have otherwise been put into a landfill, will be recycled into sculptures to be located through the UD campus. A sculpture competition, with a sustainability-related theme and criteria developed by a committee of UD faculty, staff students, and community members, will solicit designs created by multidisciplinary teams of art, engineering, science, and other students. Three to five designs will be selected by the committee, which will then mentor the students through the process of managing and completing the project: design revision, site preparation, fabrication/construction of the sculpture, and installation.

Perspectives on Cities: A New Approach to Integrated Learning and Teaching at the University of Dayton* (Contact: Sean Wilkinson)

The “Perspectives on Cities” project continues to address a broad spectrum of issues that cities bring into focus through the development of innovative new courses, each of which is an integrated unit that incorporates multiple points of view. These courses and their relationships with one another transcend conventional disciplinary boundaries and curricular structures. The project is fundamentally about the city as a compelling and critically important subject that enables us to examine many of the most fundamental concerns of humankind today. This is accomplished through the integration of perspectives and the collaboration of faculty from virtually every academic discipline at the University of Dayton.

MAXIE: Maximizing Your International Education – An Integrating Approach to Internationalizing Learning and Living (Contact: David Darrow)

MAXIE is a model for preparing students for an intercultural learning experience through a series of four one-hour mini-courses. The project offers a holistic approach to facilitate learning during an international or intercultural experience, with the goal of increasing the academic excellence of and engagement in international programs, and further developing intercultural and language skills and abilities. The MAXIE model also involves a wide variety of faculty and staff in the process of leading students through the learning process by adopting a cross-campus community for the development and delivery of the program.

Roesch Research Fellows and Social and Behavioral Sciences Research Symposium (Contact: Fran Pestello)

This proposal is intended to “raise the level of expectation and the standard of performance of undergraduate students” (Focusing the Vision for 2010, goal 1), and to enable “undergraduates to develop and demonstrate advanced habits of academic inquiry through the production ... of scholarly work intended for public presentation and defense.” (Habits of Inquiry and Reflection, core learning outcome 1.) There are two components to this proposal: the creation of the Roesch Research Fellowships and the institutionalization of a Fall Roesch Social and Behavioral Sciences Undergraduate Research Symposium as a fall forum for the presentation of undergraduate student research.

Call for Proposals: 2007-2008 LTC Innovation Grants

The LTC Innovation Grants exist to support proposals that promise to design, implement, and evaluate new modes of teaching and learning that are more effective and productive, and to support individuals as they work on projects to enhance the educational mission of UD. If you are a full-time faculty member or team led by a full-time faculty, you are encouraged to apply for an LTC Innovation Grant. Part-time faculty are welcomed to be a part of a team of faculty submitting a proposal – with the stipulation that the team leader is a full-time faculty member. To be eligible for a grant, you do not have to be working in or with the Ryan C. Harris Learning Teaching Center; but we hope that you take advantage of the resources of the LTC.

Up to six grants for a maximum award of up to \$7,500 each will be granted. The maximum total for each award is \$7,500, whether for an individual or a team. The money can be used for:

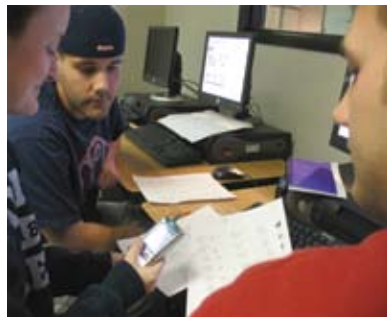
- Stipend or replacement allowance. If used as a stipend, this grant provides funds for faculty time and work. The stipend goes to faculty for work during a period of time when they are not under regular contract or the funds go to the department as a replacement allowance for faculty released during the regular contract year.
- When calculating the budget, a mandatory estimated benefit rate of 39% needs to be accounted for to cover benefits.
- Funds for the purchase of materials, equipment, technical services.
- Student or clerical assistance directly related to the learning improvement process.

The deadline for applications is Monday, October 22, 2007. Beginning in September, copies of an official application form will be distributed through an email announcement. You can also request a copy of the application form from Lora Butcher at Lora.Butcher@notes.udayton.edu or 229.3309. Any questions, please contact Lora.

Example of Project Funded in Part by LTC Innovation Grant (2006-07): Problem-Based Learning with a Simulation Game

John Kanet (MIS, OM and Decision Sciences) and Martin Stößlein (visiting scholar from University Erlangen-Nuremberg, Germany)

Did you know that students can learn effectively from gaming (simulation) technologies? Here we describe an example called the Supply Chain Game (SCG) used in UD's School of Business Administration – but you may find similar examples in your discipline. In which new markets should we sell our products – and when? Should we expand the factory or build a new one in another region? These and other decisions were to be made by small teams of students. The game is a commercially available Web-based simulator and has been used for three years in a UD course (OPS-480: Supply Chain Management Strategies). Preparing for and playing the game constitutes one fourth of the semester schedule.



For seven days, students act in the role of supply chain management consultants of a fictive company. They make strategic, tactical, and operational decisions regarding buying, making, moving, storing, and selling. Their goal is very realistic: to maximize the value of a company. To succeed, students must take responsibility for learning what they need to know to play the game. The teacher is less of an instructor and more like a facilitator, motivator, coach, enabler, or even psychiatrist! Student's knowledge grows as they are coached with technical briefings on a variety of theoretical concepts such as forecasting and transportation planning.

Problem-Based Learning (PBL) encountered when using SCG was first applied in the domain of medicine in the 1960s. An important goal is to develop students' skill in identifying problems, given only a scenario and a set of symptoms. Consequently, students must elaborate what domain of knowledge is relevant for a problem situation and how to find possible solutions. Proponents of PBL claim its advantage to be that since learning is goal-oriented, the knowledge acquisition is enhanced and the learning is "deeper."

We developed a number of suitable grading "rubrics" for assessing student oral and written work associated with using SCG. Our PBL-approach shows significant improvements in regard to knowledge and overall skills, problem-solving skills, and degree of satisfaction. Equally important, undergraduates appreciated the teaching style with SCG. Its competitive nature adds motivation – students see the impact of their decisions instantaneously in cash flow balance and overall team standing. To add to the excitement, we created awards for various student achievements, such as lowest average inventory and of course highest cash balance at game's end. Based on the positive feedback we are enthusiastic in continuing to use SCG in OPS-480.

the **stander** SYMPOSIUM

Annual Bro. Joseph W. Stander Symposium Celebrating Academic Excellence

April 8 & 9, 2008

In 1989, the University of Dayton instituted the annual Bro. Joseph W. Stander Symposium to celebrate academic excellence, rich collaborations and many forms of intellectual, artistic, and spiritual growth. The career of Brother Joe embodied the spirit of collaboration and the Stander Symposium stands as a continuing tribute to him and all who carry on the Marianist tradition of education through community.

This University wide-celebration is the culmination of a year's worth of academic work by students, faculty, and staff. Presentations and activities will be included from the College of Arts and Sciences, School of Business Administration, School of Education & Allied Professions, School of Engineering, School of Law, and Graduate School.

The efforts of students, faculty, and staff are critical to making this event successful year after year. Do you have students working on an interesting interdisciplinary project? Are you advising a student who is contributing to your field of knowledge? We are looking for students to:

- Present posters
- Lead conversations
- Participate as members of a panel discussion
- Perform or display a piece of art
- Lead the creative efforts of the 2008 Stander Symposium!

Get involved, get your students involved, encourage all undergraduate and graduate students to engage in research, creative endeavors, and other forms of innovative thinking to participate in this research symposium.

Want to learn more about the Stander Symposium?
Check us out on the web at <http://stander.udayton.edu>.

2008 Stander Fast Facts

Web Registration Begins - November 2007

Red Mass – Tuesday, April 8, 2008

Evening at the Stander: A Celebration of the Arts – Tuesday, April 8, 2008

Stander Cup – Tuesday, April 8, 2008

Keynote Address – Wednesday, April 9, 2008

Morning and Afternoon at the Stander – Wednesday, April 9, 2008

Celebration Reception – Wednesday, April 9, 2008



Highlights from the 2007 Stander Symposium:

- Over 260 student posters on topics ranging from Communication in Dogs and China's Policy toward Minorities, to Themes in the Novels of Kurt Vonnegut
- 2007 Academic Issues Forum: *Are Social Networking Sites a Virtual "Community" in the Marianist Tradition?*
- Interactive presentation on Mathematics through Origami and Flexagons
- Performance of *Water Under the Bridge* by The Noble Carneys
- Puppet Liberation Theatre at ArtStreet



Photographs courtesy of Adam Alonzo.



FES

Faculty Exchange Series

The Faculty Exchange Series (FES), introduced in the fall, 1998 and sponsored by UD's Faculty Development Committee, is facilitated by faculty and staff from our campus community and provides opportunities for exploration of issues and topics important to UD faculty. The subjects and topics are generated and hosted by faculty and staff through a proposal process. Topics range from instructional issues to programmatic, curricular, scholarship, or campus life issues... anything that would foster faculty growth, professional development, and enhance the quality of work life.

Except as noted, the sessions offered will take place in the Ryan C. Harris Learning Teaching Center (LTC), located on the ground floor of Roesch Library. We hope you take these opportunities to discover what the LTC has to offer you and your students. To attend one or more of these sessions, please contact Lora Butcher at 229.3309 or Lora.Butcher@notes.udayton.edu.

FE1 Creating Spaces that Foster Learning

Hosted by: Scott Bennett (Yale University Librarian Emeritus)

As we consider the best means of educating our students, the role of physical spaces in supporting or hindering learning has come into the spotlight. As results from the NSSE survey (National Survey of Student Engagement) point out, students are expecting a more engaging classroom experience. Lessons learned by faculty at many institutions indicate that classroom design significantly impacts teaching practices. Spaces beyond the classroom also should be considered as important parts of the learning environment – from residential dwellings to informal meeting spaces in hallways. Do our existing and future campus spaces create the optimal learning environment? What should they look like? In this session, a special guest presentation and discussion will be hosted by Scott Bennett, a nationally known consultant on library space planning. His consulting practice is rooted in a research, publication, and public speaking program he has conducted since retiring from Yale University in 2001, where he was University Librarian. He is the author of *Libraries Designed for Learning* (2003) and an ongoing series of highly regarded essays on library space planning published since 2005. Don't miss this opportunity to learn more about the links between space and learning.



Monday, September 10

12:00-1:15 PM

KU Ballroom, LUNCH

FE2 Designing a Library for the Future

Hosted by: Scott Bennett (Yale University Librarian Emeritus)

Scott Bennett has been invited to visit the campus and discuss his experiences and those of other institutions in designing a library for the future. At a time when more and more library services are delivered digitally, traditional planning methods are all too likely to yield poor returns on new investment in physical library space. But library space design can situate information in the social context of learning. Scott Bennett is a nationally known consultant on library space planning. As the Yale University Librarian (1994-2001) and as a senior library administrator at the Johns Hopkins University and Northwestern University, Scott gained substantial experience with library planning, construction, and renovation. His consulting practice is rooted in a research, publication, and public speaking program he has conducted since retiring. He is the author of *Libraries Designed for Learning* (2003) and an ongoing series of highly regarded essays on library space planning published since 2005.

Tuesday, September 11

12:00-1:15 PM

KU Ballroom, LUNCH

FE3 The Role of the Arts Across Disciplines

Hosted by: Susan Byrnes (ArtStreet)

From ArtStreet Experience to Writing and the Arts, the arts are featured as a curricular or co-curricular component of several diverse academic programs and campus initiatives. This session will highlight some of the ways that the arts are influencing our campus across disciplines. It will also be an opportunity for faculty to learn more about some of the ongoing arts initiatives and how they might get involved. Faculty are welcome to share their own experiences and ideas.

Thursday, September 20

12:05-1:15 PM (Note beginning time)

ArtStreet, LUNCH

A JOINT INTERDISCIPLINARY VENTURE

FE4 Approaches to Interdisciplinary Teaching

Hosted by: John Heitmann (History and Alumni Chair in Humanities), Daniel Goldman (Geology), Donald Pair (Geology and College of Arts & Sciences), Julius Amin (History), and student panelists

During Fall 2006, History 342 (Environmental History of the Americas) and GEO 208 (Environmental Geology) were cross-listed and taught together, in the same classroom at the same time by two instructors, from different disciplines. Thus, Science and the Humanities were brought together, with the focus being a topic that demands multi-disciplinary approaches. In fact, both instructors concluded at the end of the course that their individual approaches alone were insufficient to cover an environmental survey adequately. Both courses are a part of the Perspectives on Global Environmental Issues cluster and thus General Education offerings. Consequently, many different majors were represented, from History and Geology to Finance, Marketing, Biology, and Mechanical Engineering. The discussion for this FES panel will involve the various challenges encountered in the classroom and the strategies employed to deal with these challenges. Finally, using insights gained from student evaluations and student written comments, we will discuss "where do we go from here?" as we repeat this experience with modifications.

Monday, September 24

12:00-1:15 PM

LTC Studio, LUNCH

FE6 At the Cutting Edge of Interdisciplinary Teaching

Hosted by: John Heitmann (History and Alumni Chair in Humanities), Janet Bednarek (History), Kevin Hallinan (Mechanical and Aerospace Engineering), Donald Chase (Civil and Environmental Engineering), Robert Brecha (Physics and Mann Chair in the Sciences), John McCombe (English and Honors/Scholars Programs), and student panelists

The interdisciplinary offering "Cities and Energy," ASI 320, was offered for the first time during Winter 2007. The course is one of four interrelated, interdisciplinary offerings that are a part of the "Perspectives on Cities" initiative (funded by two Enhancing Student Culture for Academic Engagement and Excellence grants). It is the only history course on energy of its kind in the U.S., and covers the period from the Colonial Era to the present. This course was challenging to organize and implement. Indeed, the practical logistics of classroom scheduling, variances in disciplinary views, assignments, exams and term papers, and grading, all had to be dealt with for the first time. This session will explore how those challenges were overcome and what was learned from such an ambitious undertaking.

Wednesday, September 26

12:00-1:15 PM

LTC Forum, LUNCH

FE5 Academics and Student Affairs: A Critical Partnership for Integrating Learning and Living in Community

Hosted by: Panel (Faculty and Student Development professional staff) with introductions from Fred Pestello (Provost and Senior Vice President for Educational Affairs) and Sister Annette Schmeling (Vice President for Student Development)

The UD Strategic Plan calls for "focus(ing) the entire University on the concept and practice of transformative education through integrating learning and living in community." This perspective of what constitutes UD's learning environment is a hallmark of a UD education that prepares our students for personal growth and preparation for servant leadership. A key step in making this vision a reality is to more closely integrate residence life experiences with academics. The recent transition in the reporting structure for Student Development from the President to the Provost and Senior Vice President for Educational Affairs will help in this transformation. Through these leadership changes, recent experiments with learning communities and pilot projects funded by the "Enhancing Student Culture for Academic Engagement & Excellence" grants, this strategic transformation is already underway. Faculty are critical in making this happen and are invited to consider their role in shaping and contributing to "learning and living in community." This session will include presentations from a panel of faculty and student development professionals that will help demonstrate existing and pilot partnerships between academics and student affairs.

Tuesday, September 25

12:00-1:15 PM

KU Ballroom, LUNCH

(continued on next page)

FE7 Identifying and Helping Troubled Students

Hosted by: Steve Mueller (Counseling Services) and Erin Shiner (Counseling Services)

Our students have a wide variety of abilities, backgrounds and experiences that define their behaviors in and out of class. In some situations an individual student may have less than ideal experiences or background. When students are troubled their learning and living are impacted and certainly their academic achievement can be lacking. The Virginia Tech mass killing is an example of a worst case scenario, on many levels. This session is designed to help you to identify and assist troubled students, minimizing the chance of a worst case scenario and maximizing your ability to deal with the much more common situation of a student struggling with mental health issues. Participants will be provided signs to look for, how to talk to these students, how and when to refer, and the services available to troubled students. Discussion will take place on how to avoid both underreacting and overreacting. This type of student may need your help to become an effective learner and part of the vibrant community we know as UD.

Thursday, September 27 12:00-1:15 PM LTC Forum, LUNCH

FE8 “Should I Say Something?” - Having the Conversation about Alcohol and Other Student Life Issues

Hosted by: Scott Markland (Office of Alcohol and Drug Prevention), Susan Ferguson (Teacher Education), and Kim Gilkey (Residence Education)

This session is designed to discuss faculty’s role, new and veteran faculty alike, in holistic student education, using ideals of Marianist Charisms and the Catholic and Marianist Philosophy of Community Living Document. This session will include a brief case study, a discussion with tips on how to have a conversation with your students about alcohol and other student issues.

Wednesday, October 3 12:00-1:15 PM LTC Forum, LUNCH

FE9 The Revised Assessment Process at UD

Hosted by: Members of the University Assessment Committee, chaired by Joe Untener (Associate Provost for Faculty and Administrative Affairs)

Through the process of self-study initiated for the accreditation visit by the Higher Learning Commission, it became apparent that UD would benefit from modifications and enhancements to its assessment practices. The University Assessment Committee (UAC) revised the University Assessment Plan and designed a new assessment process for UD. The 2007-08 academic year will be a transition period for areas that choose to participate in the new assessment process. The new process will become mandatory starting in Fall 2008. Lessons learned from the 2007-08 pilot year will be utilized as all areas across campus migrate to the new process in Fall 2008. During this session, members of the UAC will explain UD’s revised assessment process and engage the audience in a lively discussion about the future of assessment at the University of Dayton.

Thursday, October 4 12:00-1:15 PM KU 222, LUNCH

FE10 Assessing International Student Writing in UD Classrooms

Hosted by: Center for International Programs instructors: Karin Avila-John, Laurie Leach, Susan Sandro, and Laura Blaser

How is an international student’s writing different from that of an American student? Do you use the same criteria to assess both writings? Come and join UD’s Intensive English Program’s instructors for an hour of discussion revolving around the differences in writing and strategies for assessing the written work of the international student.

Tuesday, October 9 12:00-1:15 PM LTC Forum, LUNCH

CALL FOR PROPOSALS

The deadline to submit a FES proposal for Winter 2008 is Friday, October 26. Applications are available on the LTC Web site: <http://ltc.udayton.edu>. A reminder will be emailed to all faculty in September. For more information, contact Lora Butcher at Lora.Butcher@notes.udayton.edu or 229.3309.

FE11 Hire a Flyer – Accessing Jobs, Alumni, and Much More

Hosted by: Mark Sisson (Career Services) and Chris Wiley (Career Services)

Do you know what jobs are currently available to students in your field? Would you like to know how to better help your students find internships and full-time jobs? Staff from Career Services will explain and demonstrate the job listing/resume referral system known as “Hire a Flyer.” In addition to job listings, this system includes contact information for alumni volunteers, career development software, and international opportunities. The presentation will also include information on how to get your own account, so that you can actively monitor opportunities for your students, check student resumes, view videos of mock interviews, and more. Your students look to you for career advice, and this presentation can help you better help them.

Wednesday, October 17 12:00-1:15 PM LTC Studio, LUNCH

FE12 Let’s Discuss “Business as a Calling!”

Hosted by: Joseph Castellano (Accounting) and Victor Forlani (Management and Marketing)

Social Impact Management, The Living Company, Living-Asset Stewardship, Communities of Leaders and Learning, The Value of Corporate Values are all topics that are commanding greater attention as organizations struggle to deal with such issues as how to balance the needs of shareholders and other stakeholders, how to develop real purpose and meaning for employees, and how to overcome the fragmentation, distrust, fear, and internal competition that robs the organization’s ability to continually create and share the new knowledge and innovation that is so necessary for survival. We designed the “Business as a Calling” initiative in the School of Business to enable students, faculty, and alumni to understand and cope with these issues in ways that are consonant with Catholic Social Teaching, our Marianist Traditions, and the tenets of other faiths. At this session, we will share the nature and outcomes of this process.

Wednesday, October 24 12:00-1:15 PM LTC Forum, LUNCH

FE13 You Can Change a Contract: How to Retain the Rights to Use Your Scholarship

Hosted by: Kathy Webb (Dean, University Libraries)

Faculty and researchers have the right to retain the rights to use and distribute their scholarship; however that right is not always evident in author contracts and agreements. Knowledge assets in electronic form can be made widely accessible in a manner that greatly increases their use and utility for readers. If the higher education community manages intellectual property rights properly, it can facilitate wide dissemination of scholarship in ways that significantly enhance the growth and development of knowledge. This session will describe some national and international efforts to educate authors about their rights. A sample author addendum will also be distributed.

Thursday, October 25 12:00-1:15 PM LTC Forum, LUNCH

FE14 Higher Learning Commission Accreditation Follow-Up

Hosted by: Members of the University Assessment Committee, chaired by Joe Untener (Associate Provost for Faculty and Administrative Affairs)

This session will be a review of the outcomes from the accreditation visit from the Higher Learning Commission that will take place September 17 -19. The visit is the culmination of an extensive university-wide self study process. The visit includes feedback from eleven professionals from throughout higher education acting as “consultant-evaluators” so UD should take the opportunity to review this with faculty and ensure that we utilize it to improve as much as possible.

Friday, October 26 12:00-1:15 PM LTC Forum, LUNCH

(continued on next page)

FE15 A User’s Guide to the Stander Symposium

Hosted by: Kathy Webb (Stander Symposium Co-Chair and Dean, University Libraries) and Andrea Meyer (Stander Symposium Coordinator)

What can you expect to see during the day-and-a-half long Stander Symposium in April 8-9, 2008? What can you contribute? How do you create learning opportunities for students in your classes? Why should you encourage attendance and attend yourself? Come to this informative session to find out. We will cover this year’s calendar of events, potential for faculty involvement, methods for fostering student engagement, and wrap up with a Q&A session. Historically, the Stander Symposium and associated events have provided a showcase for undergraduate scholarship and creative endeavors. Whether you’re a new faculty member looking to get involved or a veteran faculty advisor... please join us for this important conversation.

Monday, October 29 12:00-1:15 PM LTC Forum, LUNCH
OR Tuesday, October 30 12:00-1:15 PM LTC Forum, LUNCH

FE16 Folio21 – The e-Portfolio Product Available through Career Services

Hosted by: Chris Wiley (Career Services)

Folio21’s e-Portfolio solution provides students with a dynamic environment to build personalized catalogues of their life’s work and experiences, creating a more engaged learning process and a tool that will give them a competitive edge for approaching the job market today and in the future. Learn how students can utilize this resource, a part of the Hire a Flyer Network, to capture documents, audio and video files to be shared with potential employers, faculty, etc. We will also have an open discussion on ways Career Services can work with faculty to incorporate Folio21 into the classroom.

Wednesday, October 31 12:00-1:15 PM LTC Forum, LUNCH

FE17 The Arts and Multiple Intelligence Theory: Creativity and Excellence

Hosted by: Susan Byrnes (ArtStreet) and Connie Bowman (Teacher Education)

The hosts will share information about the Harvard Project Zero Classroom, a workshop in developing learning through the arts using Howard Gardner’s Multiple Intelligence theory. Then, there will be an open discussion with faculty and staff about applications of Multiple Intelligence theory to higher education and in particular our university setting. Attendees will learn about new ways to engage students and will gain insight into some aspects of how students learn.

Tuesday, November 6 12:00-1:15 PM LTC Forum, LUNCH

FE18 Discussant and Client-Based Approaches to Peer Assessment

Hosted by: Steve Gove (Management and Marketing)

The first half of this session will consist of an overview of peer evaluation techniques – a powerful learning tool suitable to all disciplines, followed by a detailed explanation and examples of the use of two specific techniques: discussant and client-based approaches. The discussant approach involves a formal, graded written assignment to critique and offer suggestions for the improvement of future written work of fellow students. The client-based approach involves the student completing analysis work for a client who uses the analysis as part of a decision making process. The client, along with faculty, is then responsible for the evaluation of the student’s work. The second half of the session will consist of a round-table discussion on the use of peer evaluation techniques. All faculty, both novices and those experienced with assignments involving peer evaluation components, are encouraged to attend.

Wednesday, November 14 12:00-1:15 PM LTC Forum, LUNCH

2007-2008 FACULTY DEVELOPMENT COMMITTEE

Janet Bednarek, History
Deb Bickford, Office of Provost/LTC/SBA
Kerrie Cross, Roesch Library
Chuck Edmonson, Engineering Technology
Mike Geary, Accounting
Steve Gove, Management and Marketing
Janet Herrelko, Teacher Education
Sawyer Hunley, Counselor Education & Human Services/LTC Fellow

Art Jipson, Sociology, Anthropology & Social Work
Drew Murray, Mechanical & Aerospace Engineering
Don Pair, Geology
Molly Schaller, Counselor Education & Human Services/LTC Fellow
Andrea Seielstad, School of Law
Steve Wilhoit, English/LTC Fellow
David Wright, UDiT/LTC/Biology
Lora Butcher, LTC

LTC Learning Workshops

The LTC Learning Workshops are intended to give faculty a more in-depth look at topics related to faculty work-life, scholarship and teaching. Each workshop series is designed to foster faculty participation and interaction. Although we invite faculty to attend any session that is of interest to them, the sessions are intended to build on each other – so we recommend attending an entire series. To attend one or more of these series, please contact Lora Butcher at 229.3309 or Lora.Butcher@notes.udayton.edu.

Re-energizing Faculty Writing and Scholarship Projects

Hosted by: Steve Wilhoit (English/LTC)

L1 Session 1: Balancing Teaching, Service, and Research

How can you balance research, teaching, and service expectations at the University of Dayton? Given all the demands on our time, how do some faculty find the time to complete research projects, write, and publish? This session will present a panel of faculty who have successfully managed to establish a thriving research agenda without neglecting their teaching and service obligations. The panelists will share their secrets and answer questions.

Tuesday, September 18 1:30-2:45 PM LTC Forum

L2 Session 2: Locating and Obtaining Funding for Research across the Curriculum

No matter what your field of study, the University has professional staff ready and willing to help you locate and apply for research grants. If you have never applied for a grant and don’t know where to start or would like to learn more about how the University can help you obtain funding for your research projects, this session is designed for you. A panel of presenters will describe the process faculty can follow to locate funding for their work and the support services available to help them write successful applications.

Thursday, October 18 1:30-2:45 PM LTC Forum

L3 Session 3: Understanding and Overcoming Writer’s Block

Almost all faculty members come up against writer’s block at some point in their careers. They have writing and research projects they’d like to complete, they have a sense of what the final product will look and sound like, but they just can’t get started writing or finish up the manuscript. This workshop will offer an overview of the primary causes of writer’s block and practical suggestions for overcoming it.

Thursday, November 15 1:30-2:45 PM LTC Forum

(continued on next page)

Supporting Faculty Scholarship

The LTC and Faculty Development Committee will offer a series of workshops over the 2007-08 academic year designed to promote and support faculty scholarship. Workshop sessions will cover overcoming writer’s block; establishing a research agenda; balancing research, teaching, and service; locating and applying for grants; and effective revision strategies. This newsletter outlines some of these workshops, with more coming in winter 2008.



Google as a Tool for Scholars?

G1 Session 1: Google - The Basics of How & Why

Hosted by: Heidi Gauder (Roesch Library)

Why does Google work as well as it does? And how do other search engines compare? This session will cover the Hows and Why of Google, as well as some easy techniques for advanced Google searching.

Monday, October 8

12:00-1:15 PM

LTC Forum, LUNCH

G2 Session 2: Google Scholar

Hosted by: Joan Giglierano (Roesch Library)

Google Scholar advertises itself as a simple search tool for searching scholarly literature. What is it, does it live up to the hype, and what should its role be in academic research? How should it be positioned vis-a-vis library databases when teaching research skills to undergraduates? This session will demonstrate how Google Scholar works and will discuss some of the issues surrounding its use.

Monday, October 22

12:00-1:15 PM

LTC Forum, LUNCH

G3 Session 3: Google - The Bells & Whistles

Hosted by: Jack O’Gorman and Amy Edwards (Roesch Library)

Google is more than a search engine for texts and articles. You can navigate satellite maps, browse catalogs, search for patents, conduct business research, scan YouTube and more. Learn about these components of Google and more at this session.

Monday, November 5

12:00-1:15 PM

LTC Forum, LUNCH

Graduate Student Professional Development Workshops

Hosted by: Steve Wilhoit (English/LTC)

Over the next academic year, the LTC and Graduate School will offer a series of monthly workshops for graduate teaching and research assistants across the curriculum focusing on classroom instruction, student learning, and career preparation. The fall workshops will address pedagogical issues, and the winter workshops will address professional development concerns.

Additional details of the following sessions will be made available in the fall. Please recommend these sessions to graduate students with whom you work.

S1 Session 1: Who Are Our Undergraduate Students?

Thursday, September 20

1:30-2:45 PM

LTC Forum

S2 Session 2: How Do Successful Teachers Teach?

Tuesday, October 23

1:30-2:45 PM

LTC Forum

S3 Session 3: Graduate Student and Teacher: Balancing Roles and Responsibilities

Thursday, November 29

1:30-2:45 PM

LTC Forum

Support for Faculty Working with Graduate Students

Hosted by: Steve Wilhoit (English/LTC)

T1 Workshop for Thesis and Dissertation Advisors

This workshop is intended for faculty serving as advisors on student thesis and dissertation projects. A number of experienced advisors from across the curriculum will discuss strategies for working effectively with students, guiding students through the research and writing process, and working with students for whom English is a second language.

Thursday, September 13

1:30-2:45 PM

LTC Forum

Faculty Discussion Group/Community of Practice

Early in the fall term, the LTC will host a meeting of all interested faculty charged with supervising graduate teaching assistants. This initial meeting will be intended to:

- identify faculty who supervise graduate teaching assistants
- foster a general discussion of the various teaching duties graduate students perform across the curriculum
- share overviews of department-based TA education and support efforts
- explore shared concerns and questions concerning TA education and support
- identify how the LTC and Graduate School can better support these faculty and the graduate students they supervise

All interested faculty will be invited to meet regularly (perhaps once a month) as a community of practice to continue these discussions and initiate needed programming. Details of this initial meeting will be sent in an email to faculty early in the Fall semester.

Fall Part-Time Faculty Workshop

This Fall’s Workshop, sponsored by the Faculty Development Committee, will be held on Saturday, October 20. It begins at 8:15 a.m. with breakfast in the KU Barrett Dining Room and then move to the LTC for the morning program. A full description of the workshop and its sessions will be announced in early fall.

SAVE THE DATE:

Saturday, October 20

8:15 AM

KU Barrett Dining Room

Fall ’07 Reading/Conversation Group Focused on First Year Students

Join with your university colleagues to learn the experiences of today’s first year student. Share your thoughts and ideas in a lively discussion exploring opportunities to enhance first year student engagement early in their UD career. Choice of reading materials will be made during the first meeting.

Facilitated by: Kathleen Henderson
(First Year Student Engagement)

Thursdays, 9/20, 9/27, 10/18, 11/1, 11/15

3:00-4:15 PM

LTC Forum



E-Learning Seminars

The E-Learning Seminars allow faculty to develop skills in creating and delivering technology enhancements and online learning experiences for their students. In many cases, the sessions include hands-on training experiences. To register for these sessions, please contact Lora Butcher at 229.3309 or Lora.Butcher@notes.udayton.edu.

September

E1 - Introduction to WebCT	Friday – 9/14	1:00-2:00 PM	LTC TeamSpace
E2 - Up and Running with WebCT	Friday – 9/21	1:00-3:00 PM	LTC TeamSpace
E3 - Introduction to iTunes University*	Friday – 9/28	12:00-1:15 PM	LTC TeamSpace

October

E4 - Hybrid Learning Using Web Conferencing	Friday – 10/19	12:00-1:15 PM	LTC TeamSpace
E5 - Taking Your Course Online: Understanding Distance Education Delivery	Friday – 10/26	12:00-1:15 PM	LTC TeamSpace

November

E6 - Tips and Tricks for the Tablet PC**	Friday – 11/9	12:00-1:15 PM	LTC TeamSpace
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All sessions will be facilitated by Fernando Smith and/or Ryan Allen (E-Learning Lab) unless otherwise noted.

** Facilitated by Ryan Allen (E-Learning Lab) and John LeComte (E-Media Lab)*

*** Facilitated by Ryan Allen (E-Learning Lab) and Mike McClure (IT Training Lab).*

Media Matters: Podcasting Made Easy



Many of our students use iPods or similar MP3 music players. You have probably seen the earbuds/earphones of students as they walk across campus. Can such music players be considered a learning tool? They can, when appropriate learning material is distributed using a process called podcasting.

Podcasting involves creating a digital audio or video file and then sharing it. Faculty could potentially share lecture materials, review notes, oral history interviews and foreign language samples – just to name a few examples. iTunes is Apple's software that anyone can download for free to download and play media including music, movies and podcasts. This same software can copy digital media onto an iPod.

The University of Dayton has teamed-up with Apple to offer iTunes U to the campus. This is a connection within iTunes that eases the process of podcasting academic content to students. With iTunes U, UD now has its own site within iTunes that allow faculty and staff to relatively easily distribute digital media for students to listen to or watch via their iPod or on their PC or Mac. From lecture podcasts, to special events, UD iTunes U can be used to reach students in a new way that takes advantage of the numerous portable media players you may see around campus.

Early faculty adopters have found iTunes U to be relatively easy to use. Give it a try! Instructions on how to get started can be found at <http://itunes.udayton.edu>.

Flashback to the Techno-Fair Summer 2007

We want to take this opportunity to thank the attendees of the first ever Techno-Fair, held in the LTC on May 9, 2007. It was sponsored and delivered by Roesch Library, the Ryan C. Harris Learning Teaching Center and Udit's Curriculum Innovation and E-Learning unit. Topics covered in the sessions ranged from Office 2007 to Facebook.

Materials from the event such as handouts for the individual sessions can now be downloaded from the following Web address: <http://technofair.udayton.edu>.

Over 85 faculty and staff attended the fair, exceeding by far any predictions made prior to the event. The high level of participant interest and enthusiasm made it an event to remember!

We would also like to recognize the entire Udit staff located in the LTC who worked above and beyond the call of duty to organize the Techno-Fair, and the presenters who contributed greatly to the success of each session.

You may be interested in knowing that in the follow-up survey, 100% of the respondents indicated they would attend the Techno-Fair if it were held again in 2008. Consequently we are pleased to announce that we will be repeating the Techno-Fair again in early Summer 2008. Please let us know of topics you would like to learn about. Send suggestions to Jane Westendorf at westenjff@notes.udayton.edu.

We thank you again for your participation this year, and look forward to seeing you all in the LTC next year, for the Second Annual Techno-Fair!



Showcasing Student Work with Folio21

Folio21 is a Web-based portfolio tool offered to students and alumni as a service of UD's Careers Services. Students and alumni can showcase artifacts from their academic, co-curricular or work experiences – to be shared with faculty, mentors or potential employers. Inform your students of this additional service to enhance student career guidance and post-graduation job placement. To learn more, be sure to attend FES #16 (see page 14).

Additional information can be found at: <http://careers.udayton.edu/student/folio21.asp>.

Making a Mark with Tablet PC's

A Tablet PC is a Windows-based notebook PC with a screen that is able to detect a mouse built to fit the hand as a pen.

All UD School of Engineering first-year students entering in Fall 2007, will be equipped with a Tablet PC. This follows a pilot project in which two-thirds of the engineering students that entered in 2006 purchased Tablet PC's as an option. Many faculty are also beginning to use Tablet PC's in and out of engineering.



Using the Tablet PC is the closest one can get to using digital paper. From scribbling on lecture slides in front of class to hand-writing feedback on homework assignments – Tablet PC's are a natural fit to teaching. Students are also able to take handwritten notes or annotate documents as part of their learning process. For formula-entry, the Tablet PC works well in science and engineering classes.

This fall, the eLearning Lab will be offering a new faculty development program, the Tablet PC Fellows Program. Intended for faculty who have recently acquired or plan on acquiring Tablet PC's, this program will be based on a series of hands-on workshops that take users from the basics to advanced capabilities of this new hardware platform. Details will be announced early in the Fall semester.

Additional resources can be found at <http://learn.udayton.edu/tablets>.

IT Training



Getting Familiar with Microsoft Office 2007

The IT Training Lab is pleased to announce the addition of a new Makau Online Training class that will assist you with your transition to Microsoft Office 2007. This new class, called “Getting Familiar with Microsoft Office 2007,” covers a variety of topics in Microsoft Word 2007, Excel 2007 and PowerPoint 2007. To access this course, please do the following:

- Go to <http://OnlineTraining.udayton.edu> and logon with your Novell/LDAP username and password.
- Click on the Use Registration Code(s) link and type the following code into the Registration Code field: CLASS-EOA-JBU-HAR
- Click on the Enter button and close the small window.

You can view the class whenever you need – it’s simple, free and will help you get started with Office 2007.

Instructor-Led Training, One-on-One Consulting

IT Training will be offering several workshops to support faculty and students. Topics offered during Fall 2007 include:

- Computing Basics
- Office 2007 Overview
- Word 2007 Basics
- Excel 2007 Basics
- PowerPoint 2007 Basics
- FrontPage - Publish, Edit and Manage your Web Site
- Lotus Notes - Using Mail and Calendar
- Camtasia - Increasing Student Retention and Academic Success with Camtasia Movies
- QuickPlace - Create, Edit and Manage a QuickPlace
- Tech @ UD - Faculty tools for Communicating and Collaborating
- Tech @ UD - Student tools for Communicating and Collaborating

“Computing Ethics” will be offered both as an evening course you can require your students to attend, or as a session delivered during an in-class session. Please contact us at 229.2137 if you would like us to visit your class.

IT Essentials for Students

IT Training has developed and distributed through VO (Virtual Orientation) a WebCT course called “IT Essentials.” The overarching goal of this course is to help students learn skills that will help them avoid common “self-inflicted” problems seen by the Help Desk, Hardware repair, and teachers who expect students to be able to use their computers to support their learning.

This course includes a total of 9 modules, divided into 3 segments. Each module has a list of objectives, a study guide, and a quiz to assess whether students have met the learning objectives of that module. The modules are: Hardware Basics, Operating System Basics, Computer Maintenance Basics, Word Basics, Excel Basics, PowerPoint Basics, Internet Basics, Lotus Notes Basics and Online@UD.

The IT Essentials Course was designed and tested with generous and helpful assistance from many members of Udit, along with UD faculty, staff and students. If you would like more information about IT Essentials, please contact the IT Training Lab at 229.2137.

Top 10 Reasons to Introduce Your Students to IT Essentials:

1. Students who have taken this course report they are better able to use their computer in support of their coursework.
2. Student comment: “I think every student should take it, so they can better understand how a computer works and how to properly take care of their own notebook, or any computer for that matter.”
3. Student comment: “I know how to find files that I have saved and operate my computer so that I can conduct research on different projects.”
4. Student comment: “...course work requires a lot of computer expertise. The course gave us all the basics needed to handle that.”
5. Student comment: “I now know the programs and how to use them and it makes everything a lot easier.”
6. Students who pass the assessments will receive certificates to document their expertise.
7. Employers are searching for employees who understand technology.
8. Students who participate in this course gain a better understanding of life-long learning through distance-learning technologies such as WebCT.
9. Students who have taken this course report fewer problems with their computers.
10. Academic departments can create curriculum that takes better advantage of students that are ready for technology use.



UD's Future Learning Management System

The learning management system (LMS) currently used by UD is WebCT CE 4.1. It is used by over 300 faculty and instructional staff to deliver Web-enhanced or purely online distance learning courses. During peak usage, more than 700 sections are delivered in WebCT. Udit Curriculum Innovation & E-Learning is committed to ensuring that the University has a robust LMS that fulfills the needs of the faculty and students.

As you may know, WebCT was acquired by Blackboard in early 2006. An outcome of this merger is a series of changes in the product lines offered by the new Blackboard. As part of this process, Blackboard will be discontinuing support for CE 4 in the near future. UD and many other universities around the nation are watching these moves carefully while discussing the business practices and quality of support offered by Blackboard. Simultaneously there has been a rise in the level of interest in open source LMS's such as Sakai and Moodle.

These changes in the LMS landscape and the impending end-of-life of WebCT CE 4 has prompted an investigation as to the choices for an asynchronous tool to deliver Web enhanced and distance learning courses at UD. This investigation is focused on determining institutional and faculty needs, as well as researching available products. As part of this process, we are “test driving” two products on campus (although other products are also under consideration):

- Blackboard Learning System CE (formerly WebCT CE 6) - This is the product that Blackboard offers as a logical next step from CE 4. Although the architecture and interface are very different from version 4, the course creation and delivery methodologies remain the same.
- Sakai Virtual Learning Environment (Version 2.4) - This is an open source solution that is being developed by a large community of many collaborating institutions around the world. Its modular architecture offers a great deal of flexibility and allows Sakai to expand with the addition of new educational tools such as wikis, blogs, and a portfolio system.

An important element of the decision-making process in selecting our future LMS will be collecting and evaluating input from the faculty currently using WebCT and Lotus QuickPlace. Starting in winter 2007, faculty members were given the opportunity to contribute ideas and reactions to the various options being considered by Curriculum Innovation & E-Learning. If you have not already done so, please take advantage of this opportunity by contacting E-Learning directly at 229.5039 or e-learning@notes.udayton.edu

Gone in a Flash

Most faculty and staff have discovered the great benefits of using Flash Drives (USB memory sticks) to carry data files from computer to computer. Often the drives are attached to a key ring – but all are small enough to keep in the pocket. Being robust enough to survive an accidental trip to a washing machine is very helpful.



But for all their benefits, Flash Drives can be easily lost or stolen. Not only is their loss an inconvenience to the user, but it could expose confidential information such as student records, invoking many legal issues because of potential fraud. It also could hurt reputation – since news such as this can easily become front page stories.

Make sure you never leave sensitive data on a drive you are likely to carry around. Flash Drives are not the ideal means of backing up large amounts of data (we recommend CD-ROM's or DVD-ROM's kept in secure locations). Many computers and drives can be encrypted with a password – but don't forget the password, or you will never retrieve your data! You may also want to be careful with other peoples' Flash Drives, since they can carry viruses or could be used to steal files from your computer.

UDit's Support Plans for Microsoft's Discontinued Web Editing Application FrontPage

Microsoft has recently announced plans to stop selling FrontPage and phase out technical support for the program between 2009 and 2014. UDiT is committed to providing training and technical support for Microsoft FrontPage-authored sites at UD for several years as we select and transition to an alternate product. Incoming student computers for Fall 2007 will include FrontPage 2003.

UDit has begun researching options for a FrontPage replacement product. However, selecting and transitioning to an alternative product is a serious undertaking that will involve multiple campus constituencies, including faculty using FrontPage for course delivery. We hope to select a product able to:

- Edit existing FrontPage sites
- Support proprietary features of FrontPage, including Access databases/forms

Additionally, since FrontPage appeared at UD in the late 1990's, several new, robust Web-publishing options have emerged in our long-term strategy:

- WebCT: our course-based learning management system
- QuickPlace: a teaming application for quick collaborative and course Web sites
- Consolidated Web Strategy (in progress): will allow management and editing of official Web sites via UD's content management system

These tools are designed to build Web pages without the difficulties of modifying HTML code. However, since some courses expect students to modify HTML code, we recognize that a replacement application for this purpose remains necessary as well.

Open forums this fall will describe potential products UDiT will consider in consultation with campus constituencies. Details will be forthcoming. We welcome your input at any time in this process. Please share your Web site editing needs with us by forwarding comments and concerns to pchelp@udayton.edu.

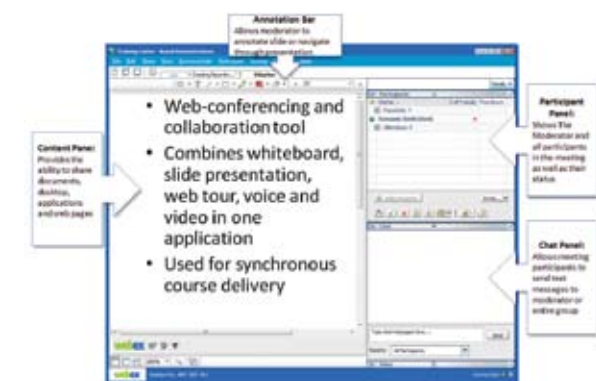


Web Conferencing

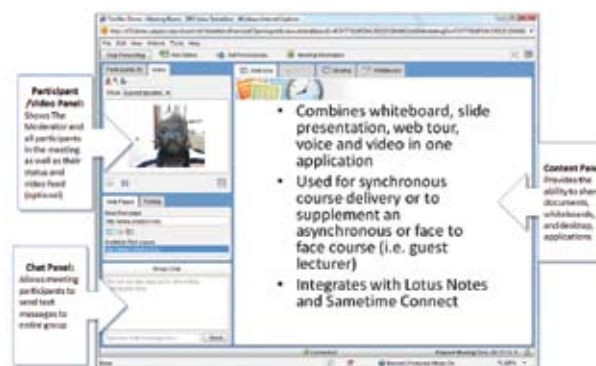
WebEx and Lotus SameTime are Web Conferencing tools that can create a virtual classroom or one-on-one meeting on the Internet. These are ideal for distance learning classes that want to provide the rich interpersonal contact of a typical "face-to-face class". Faculty and students can connect at the same time (synchronously) so that they can view a shared presentation for the sake of instruction or collaboration. The voice of the instructor or any of the students is carried over the Internet to all other participants, creating an interactive and natural learning environment. The instructor is able to annotate slides, share any application that is running on their computer, deliver a poll, or share video. Sessions can also be recorded for later playback for non-participating students. These tools work well for smaller class sizes, especially distance learning courses where students are geographically dispersed. A policy document guiding the use of WebEx can be found at:

http://learn.udayton.edu/faculty/webcon_policy.jsp

For more information, please contact the E-Learning Lab at 229.5039 or elarning@notes.udayton.edu.



WebEx



Lotus SameTime

Join a Community of Faculty Committed to Improve Teaching and Learning

Teaching in the LTC Studio

Facilitated by: Steve Wilhoit (English/LTC)

Interested in teaching in the LTC Studio?

The John O. Geiger Studio is an experimental classroom and laboratory for innovative teaching located in the LTC. Teaching in the Studio allows faculty to experiment with new pedagogies and share their experiences with other faculty in a collaborative and supportive setting. The Studio supports faculty who want to explore the scholarship of teaching and widen their repertoire of student-centered learning strategies. Class sizes cannot exceed 24 students. Faculty teaching in the Studio are expected to share their experiences with other instructors in a "Community of Practice," facilitated by Dr. Steve Wilhoit, and are exempt from standard student course evaluation procedures.

A call for applications to teach in the Studio next Winter term will be distributed early in the Fall semester.

If you have any questions, contact either Steve Wilhoit (Wilhoit@notes.udayton.edu or 229.5317) or Rise' Kreitzer (LTC@notes.udayton.edu or 229.4898).

More information on the Studio, application, and the "Community of Practice" can be found at <http://LTC.udayton.edu/faculty/studio.htm>

The LTC Newsletter is published by the Ryan C. Harris Learning Teaching Center in the Fall and Winter semesters. It is designed to stimulate understanding and innovations in learning and teaching and focuses on professional growth and development of faculty, along with listing developmental opportunities.

Please email any comments or questions to:
LTC@notes.udayton.edu.

Designer - Adrienne Niess



LTC MeetingSpace

Over the span of a year, the LTC MeetingSpace has undergone a transformation. Although technology is very much a part of the room, the largest change has been the switch from a room centered around a dozen computer workstations to the use of a large oval boardroom-style table. The table seats up to 16 people, and can be used for a variety of functions – including notebook computer use when necessary. This creates an excellent environment for fostering collaborative team projects. The room is equipped with a wide-screen plasma screen for presentations and demonstrations. White boards mounted on the walls permit spontaneous idea sketching and brainstorming.

For reservations (some restrictions apply), please contact LTC Coordinator Rise' Kreitzer at LTC@notes.udayton.edu or 229.4898.



The Blend's Breakfast Special: Cereal and Coffee

One Large Granola with a Cup of Milk and your choice of a Tall Drop Coffee or Hot Tea
Only \$3.50!

Redeemable at the Blend (Ground Floor of Roesch Library) or the Blend Express (Miriam Hall Atrium)
Offer expires 9/20/07



SOCHE Conferences and Workshops

The Southwestern Ohio Council for Higher Education is dedicated to advancing higher education in the region through active collaboration, resource and knowledge building, and effective professional development programs. Each year SOCHE hosts a number of conferences and workshops. Faculty wishing to attend these events should contact Lora Butcher about registration details at 229.3309. The SOCHE Web site also contains information about specific events (<http://www.soche.org>). Details of three specific conferences are given below, but there are many other events organized by SOCHE.

Adult Higher Education Alliance (AHEA) Conference: "The Futures of Higher Education"

Speaker: Dr. Paula E. Peinovich
Wednesday to Friday, October 10 to 12, 2007
Sinclair Community College, Dayton, Ohio

Ashland Teaching Learning Conference: "Science and Technology"

Thursday and Friday, October 25 and 26, 2007
Ashland Community and Technical College, Ashland, Kentucky

Academic Leadership Conference: "Leading Organizational Transformation"

Friday, November 2, 2007
Miami University - Hamilton, Ohio



Improving your Courses with Student Feedback

Need some insight into your students and how you can help them learn? Try the Mid-term Instructional Diagnosis (MID). This is offered each semester to all faculty and results can be insightful; the students have praised the process because it communicates faculty interest in their perception. The process is voluntary and confidential.

Sounds interesting, but want more information? Please check out the following Web page, or contact Lora Butcher at Lora.Butcher@notes.udayton.edu or 229.3309.

<http://LTC.udayton.edu/faculty/facdev/programs/mid.htm>



Ryan C. Harris Learning Teaching Center
Ground Floor - Roesch Library
+1302

To view the entire
schedule of LTC events
for Fall 2007, please visit
the LTC Web site:
<http://LTC.udayton.edu>