

Fall 8-1-2008

LTC Newsletter

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Ryan C. Harris
LEARNING TEACHING CENTER

NEWSLETTER

FALL 2008

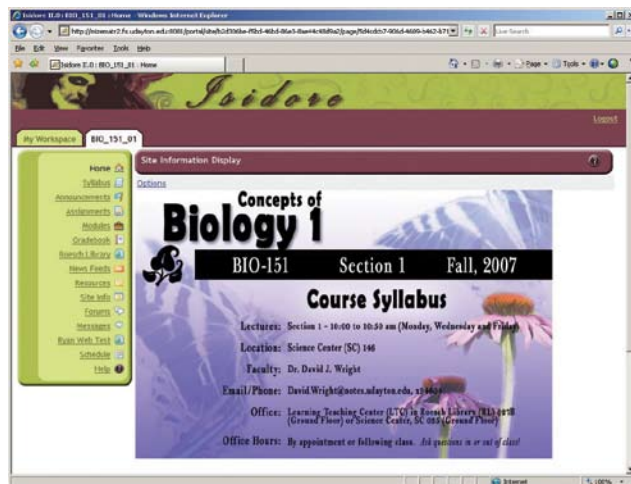
Introducing Isidore as the Long-Term Successor to WebCT

Ryan Allen (Senior E-Learning Specialist),

Matt Mize (Application Developer and Administrator),

David J. Wright (Director of Curriculum Innovation and E-Learning)

In 2003, UD adopted WebCT Campus Edition 4.1 as its centrally-supported Learning Management System (LMS). The E-Learning Lab has prepared 300 faculty to deliver over 1300 Web-assisted or distance learning courses each year utilizing WebCT. In 2006, Blackboard acquired WebCT. As a consequence, Blackboard has begun streamlining their product offerings, and has announced the phased-out support for WebCT CE 4.1.



A panel of UD faculty and administrators, from the various academic units, met during fall 2007 to make recommendations on UD's future LMS. The panel reviewed resources gathered by the E-Learning Lab during a strategic planning process that focused on discerning academic program needs, faculty perspectives, and information technology issues associated with adopting a new LMS. After considering the choices of LMS in the marketplace, the panel unanimously recommended the selection of the Sakai Virtual Learning Environment. Sakai was chosen for its community-minded design approach, vast and extensible toolset, as well as its ability to integrate with UD's existing enterprise systems. You can find information about the selection process at <http://Learn.udayton.edu/Sakai>.

We have elected to give a more appropriate name, "Isidore" to our implementation of Sakai to reflect UD's Catholic mission. As the Archbishop of Seville, Spain, Saint Isidore (c. 560-636) is known as a Doctor of the Church because of his scholarly pursuits and promotion of education. Possibly the most learned individual alive at the time, Saint Isidore is also known for his service and compassion towards others. As our new LMS, Isidore will offer significant enhancements to the way we deliver online learning experiences that will meet our current and future academic program needs.

To minimize any disruption in course delivery, the WebCT to Isidore transition will occur gradually over several semesters beginning fall 2008 and ending with the anticipated retirement of WebCT at the end of fall 2009. This transition will involve faculty training and migration of course content to the new server. We are extremely sensitive to the possible disruption involved in migrating course content from WebCT to Isidore – and so we will be working closely with faculty at every step.

In This Issue

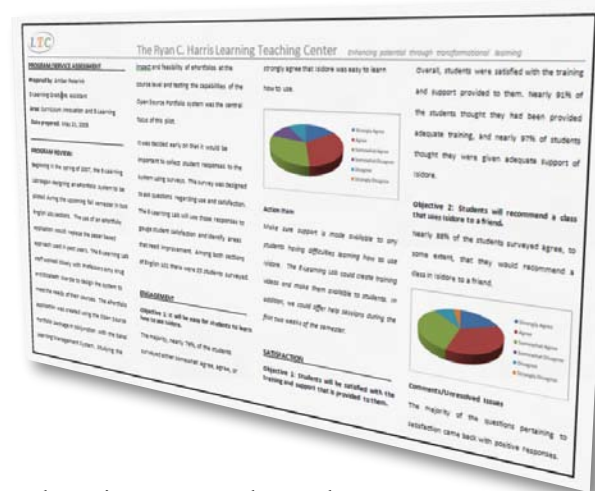
Assessment.....	2
New Student Orientation.....	3
Midterm Instructional Diagnosis.....	3
Habits of Inquiry and Reflection.....	4
Reservations in the LTC.....	5
Alumni Awards.....	6
LTC Innovation Grants.....	7
Part-Time Faculty Workshop.....	7
LTC Studio.....	7
FYIs on Student Learning Support.....	8
Getting to Know Elizabeth Harrison.....	9
Universal Design.....	10
Faculty Exchange Series.....	11
LTC Learning Workshops.....	15
Research Fellows Program.....	15
CARMA Webinars.....	16
New Media/Scholarship of Teaching.....	16
Microsoft FrontPage.....	17
XO Laptop.....	17
E-Learning Seminars.....	18
Teaching from a "Distance".....	19
IT Training.....	20
Stander Symposium.....	22
Learning with the NY Times.....	23
Reading Group on Diversity.....	24

(continued on next page)

Roads Traveled and Lessons Learned: Notes from the LTC Assessment Trail

Katie E. Weekley (Assessment Graduate Assistant) and
Dude J. Coudret (Assistant Director of Student Learning Support)

For the past two years, the LTC has been on an assessment journey. We set off with the goal of furthering our understanding and use of assessment principles and practices. The first year focused on developing our values, vision, and mission. From these pieces we identified our goals and objectives. In fall 2007, we developed assessment instruments to measure our status in relation to our goals and objectives, and spent some time trying them out and adjusting as needed. The process and planning of the last two years have been invaluable learning experiences.



Last semester we learned the medium in which assessment results are shared can be as important as the results themselves. If results are difficult to understand, too detailed, or not detailed enough people may be deterred from even reading them. From this realization the LTC developed a Unified Report Writing system (see picture) in which the major findings from assessment are highlighted. The report designates a section for LTC program information and background; the stated objectives as related to the three targets for LTC assessment (engagement, satisfaction, and impact); action items in which reporters suggest actions for the future that are linked to assessment findings; and any additional comments or unresolved issues. The summary of information in the unified report makes synthesizing information within and across areas in the LTC possible.

In addition to the importance of assessment reporting, we have learned some general themes regarding assessment:

- Simply put, assessment is a means of answering questions about one's work. As such, meaningful assessment comes from asking meaningful questions. Regardless of whether assessing for accreditation or some other external audience, the focus of assessment should be relevant and perceived as beneficial to the assessor.
- Implementing assessment involves more than a plan on paper; it also involves incorporating a mindset. The decision to assess requires the decision to open oneself up to continual growth and change.
- It is not the destination, it is the journey. In fact, in assessment, reaching the destination or goal does not mean ending the journey. It means picking a new destination and reformulating the goal. Assessment is a cycle. It is a process not an event. The goal is not to generate a report by a specific date, but to develop a method for informing program decisions that enables continuous improvement.

Although we have technically reached the end of our two-year assessment project, we are still moving down the path. Initially the challenge was to develop an assessment plan and process. Now the challenge becomes maintaining what we have implemented and disseminating what we have learned to assist other parts of UD in their own assessment journeys. ArtStreet will be the next part of Academic Affairs and Learning Initiatives to work on developing and refining assessment practices. We venture to say many of the overarching themes from the LTC's process will hold. Combining our stories we hope to provide more insight on building assessment in different areas on campus and continue a journey of growth and development.

Introducing Isidore *(continued from previous page)*

The E-Learning Lab and academic programs has selected an initial group of 17 "pioneer" faculty to teach courses in Isidore during the inaugural fall 2008 semester. This gradual introduction of Isidore will help the E-Learning Lab develop support mechanisms and training needed by all affected faculty. We anticipate most courses and faculty switching to Isidore in spring and fall 2009. Questions about this transition can be answered by the E-Learning Lab at 229.5039 or e-learning@notes.udayton.edu. The first round of introductory seminars will be given to faculty and staff during the fall semester, at which time more information about the transition will be given (see page 18).

Although we are sensitive to any potential disruptions in switching to Isidore, the initial reactions we hear from students and faculty are very positive. We look forward to working with everyone in making a successful transition that places us in a strong position for the future.

The New New Student Orientation is Underway

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

Orienting the newest student members of our community to UD is important work. As the saying goes, “first impressions are lasting impressions.” This fall we are launching a new approach to welcoming the newest members of our community. Prior to developing the new approach, key stakeholders were asked for key “must-haves” from new student orientation (NSO). In addition, student and parent feedback from the 2007 incoming class was studied, and scores of current students were asked to share memories of and observations about their own orientations. The message from all these groups converged on three key focal areas. NSO needed to be more relevant to the needs of entering college students, more developmental in its approach, and more focused on a limited number of themes critical to their successful transition to collegiate life at UD.



More Relevant. One of the common observations of students regarding their own orientation was that they couldn't relate to the approach and topics because their needs were so fundamental and were not being addressed. One critical change to this year's NSO planning process is the involvement of a student executive leadership team. Thirteen students are deeply involved in leading the implementation of all key aspects of NSO, from move-in and transportation to marketing and publications. The ideas, energy, excitement, and passion of these students are transforming and making much more relevant the orientation experience for those who will follow them.

More Developmental. In the past we had set aside time from move-in day until the first day of class as the time for orienting students face-to-face to campus life and work. In truth, the number and complexity of issues makes it virtually impossible to complete the orientation process in such a short time period; trying to do so lead to overload and confusion. Starting with NSO 2008, we are extending the official timeframe for face-to-face orientation. It starts with move-in-day, as in the past, but will be extended until the official ending during family weekend in mid-October. Every Thursday night, starting after evening classes, there will be programming with topics of importance and relevance, including the First Year Read, alcohol education, stress management, exploring differences, study strategies, living spiritually, and others.

Another way in which the new approach is more developmental is that during the first few days there will be a series of eight dialogue sessions in groups of about 40 (based on residence), led by peer academic leaders, and sometimes other members of the welcome teams. These dialogues will involve engaging students in topics of importance to them, in smaller group settings and with the expectation that the students become fully engaged. Each peer academic leader will be supported by other members of the “welcome team,” including a resident assistant, a Blue Crew member, a faculty member and/or a staff member.

More Focused. When asked to recall their own orientations, students could not share any themes or common messages they had heard. The new NSO will work to counteract that by focusing, in all of its work, on three important themes promoting success at UD: academic engagement, the fostering of quality relationships (whether between students, between faculty and student, staff and student, and etc.), and the pursuit of passionate purpose. All events will attempt to promote the idea that pursuing these three themes is critical to success at UD.

Recognition of the Important Role Faculty Play. Whether through promoting and modeling academic engagement, fostering the development of strong relationships with students, or modeling the pursuit of passionate purpose, faculty play an important role in helping students successfully navigate the transition from high school to college. There will be several opportunities this year, through faculty development programming and other avenues, to explore this role and enhance your understanding of how you can help.



Improving your Courses with Student Feedback

Deadline: Friday, September 19

Need some insight into your students and how you can help them learn?

Try the Midterm 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 learning. The process is voluntary and confidential.

The deadline to submit an application is Friday, September 19. If you have any questions, please contact Lora Butcher at Lora.Butcher@notes.udayton.edu or call 229.3309.

More information on the MID and application can be found at: <http://LTC.udayton.edu/faculty/facdev/programs/mid.htm>

Advancing Learning Outcomes from “Habits of Inquiry and Reflection” Summary of Funded Proposals, 2008-2009

In 2006, the Marianist Education Working Group produced a report that provides an articulation of the guiding aims and outcomes for the undergraduate academic experience at the University of Dayton in the Catholic and Marianist tradition. Based on the collective input of faculty, staff and administrators, the “Habits of Inquiry and Reflection” document expresses the ideals of a UD undergraduate education in the form of seven learning outcomes. Although some details may change during implementation of the report, the essential ideas expressed in the outcomes are established hallmarks of a UD undergraduate education and form the basis of the latest university learning assessment process.

In fall 2007, Provost Fred Pestello announced that he had set aside Academic Excellence grant funds to stimulate new ideas that promote and forward these “Habits of Inquiry and Reflection” learning outcomes. The Provost asked the Faculty Development Committee (FDC) to develop guidelines and a selection process for distributing up to \$100,000 in the form of grants to support projects that foster innovations connected with these learning outcomes. After careful consideration, the Committee developed a relatively simple and straight-forward competitive grant process to foster innovation and showcase best practices.

In the first step of the application process, the FDC received and reviewed 19 proposals, requesting a total of over \$227,000 in funds. At the end of the second step of the application process, the committee approved funding for the eight proposals described below. Please join the members of the FDC in congratulating the proposal writers and wish them success in their projects!

Planning a University Service-learning Strategy to Support the Learning Outcomes of ‘Habits of Inquiry and Reflection’ (Richard Ferguson)

Despite the well-recognized presence of multiple campus centers of community engagement, dozens of faculty service-learning practitioners, and thousands of student service learners annually, the University of Dayton has no central coordination, communication, or assessment functions for service-learning. The proposed initiative will respond to challenges that our university has not addressed sufficiently to achieve the learning outcomes to which we are committed. The planning strategy will replicate the success of the planning initiative for the Rivers Institute recently concluded. This highly successful process was professionally facilitated and resulted in a document and strategy that were immediately moved into the University of Dayton planning and funding priorities. The proposed planning process will include benchmarking of peer institutions, extensive profiling of potential service-learning partners, and a planning retreat to begin the task of developing a service-learning strategy. The process will define the coordination, communication and assessment capacity needed to integrate service-learning into the learning and living outcomes proposed in “Habits of Inquiry and Reflection.” Curricular, co-curricular, and extra-curricular dimensions of service-learning will all be explored.

Creating World Music Ensemble Experiences (Linda Hartley)

Through the financial support of this grant, and the ongoing support of the Department of Music, ArtStreet, the Center for International Programs, International Studies Program, UD Arts Series, and the Office of Institutional Diversity and Inclusion, this proposal seeks to develop a new World Music Ensemble at the University of Dayton, which will enhance the curriculum of not only the music major, but also for the entire university community. Offering opportunities in diverse world music traditions will add a unique component to the University culture.

The strength of establishing a new large ensemble lies in providing a substantial opportunity for many members of the UD community to participate and learn in a collective, music-making expression that promotes a direct and engaging approach in experiencing cultural diversity. Having a world music ensemble gives a visible presence to the commitment of the University of Dayton in having a multiplicity of culturally diverse offerings.

Career Exploration Series (Chris Wiley)

The Career Exploration Lunch Series will enable students to interact with professionals, alumni and friends of the University, in a small, intimate atmosphere to learn about the field. These luncheons will give students the opportunity to ask questions and to learn not only the best way to break into the field, but to learn about “a day in the life” of the featured professional(s). The goal is to increase awareness of professional opportunities available, expand the student’s professional network and give students the opportunity to reflect on their possible vocational choices.

CORE: Understanding Western Thought Through Its Global Encounters (Danielle Poe)

A series of workshops will be created for faculty teaching in the first-year Core Program. Five full days of workshops will be dedicated to integrating English fully into ASI 111-112 and reconstructing the course narrative. These workshops will be scheduled before January 2009 so that documents can be written and submitted to the AAC and General Education. Five additional days of workshops, scheduled in May 2009, will be used for faculty members from each discipline to teach their portion of the revised curriculum to the others.

Making Inquiry a Habit in the Physical Sciences (Todd Smith)

This grant will be used to develop an inquiry-based physical science class for preparing future teachers. By integrating laboratory and lecture, the inquiry-oriented format will provide students with common experiences that challenge their existing understandings of physics concepts, forcing them to reflect on their knowledge of the natural world. Inquiry-based instruction is a powerful pedagogical tool that fosters experimentation, which is the foundation of the scientific process, thus fostering the critical thinking and reflection skills that contribute to scientific literacy in our times. Also important is the transfer of this pedagogy to the classrooms of these future teachers.

Engaging Internationalism in Social Work Education: Focus on Reflection (Shawn Cassiman)

This project is undertaken in order to provide an opportunity for psychology, education, sociology, anthropology, social work and other interested students to develop habits of reflection and inquiry in considering the role of social work and social workers in the international community. The project consists of the design of a new international social work course and the development of relationships with UD affiliates in India. The project will be concerned with the establishment of collaborative sites and then follow up with design and development of service learning, internships and scholarship in conjunction with study abroad opportunities.

Human Rights Education Project (Mark Ensalaco)

This project will help launch the new BA in Human Rights Studies. Funding is sought to support a series of workshops and related public educational events to advance human rights education in the Catholic and Marianist tradition of the University of Dayton. The project will promote close collaboration among Human Rights Studies faculty to achieve programmatic learning outcomes in the areas of a) reading the signs of the times, b) practical wisdom, c) scholarship and d) vocation consistent with “Habits of Inquiry and Reflection,” and create opportunities for professional development in the areas of human rights norms and Catholic Social Teaching, and pedagogical innovation.

Contextualizing Engineering Innovation for First Year Students (Malcolm Daniels)

Engineering Innovation provides a foundation for the development of core competencies in engineering problem solving for all engineering students. Serving as a multidisciplinary introduction to the purpose and practice of engineering, a new course in Engineering Innovation followed by common core courses in Engineering Mechanics, Thermodynamics and Electrical and Electronic Circuits provide the technical content of the Integrated Engineering Core. This project seeks to contextualize engineering innovation in aspects of the historical and social construction of contemporary global society by developing curricular components that engage first year engineering students in a critical evaluation of the technologies they design.

Reservations in the LTC

The LTC’s innovative architecture is designed to encourage discovery, learning, reflection, and conversation. With seminar and meeting spaces, a classroom, a cozy fireplace, and several conversation areas, the LTC is simultaneously a functional meeting space and an experimental, impromptu gathering place.

The LTC spaces are available for reservation during our normal operating hours (some restrictions apply). Space is available to non-LTC residents based on the same dates that Kennedy Union uses for scheduling. Spring '09 requests begin November 1.

Contact 229.4898 or use the reservation link at <http://LTC.udayton.edu> to schedule your events.



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. Visit the LTC Rotunda to view plaques containing the names of all past recipients.

2008 Alumni Award in Scholarship – Dr. Guru Subramanyam



Guru Subramanyam was born in Coimbatore, India, on July 24, 1963. He received his Bachelor of Engineering (BE) degree in Electrical and Electronics Engineering from the PSG College of Technology (then affiliated to University of Madras) in 1984 with first class honors and distinction. He received his MS and PhD degrees in Electrical Engineering with a specialization in Microelectronics from the University of Cincinnati in 1988 and 1993 respectively. He thanks his research advisor, Professor Vikram J. Kapoor, for the training he received during his MS and PhD degrees at the University of Cincinnati, as he worked on new electronic materials and devices including high temperature superconductors.

Dr. Subramanyam has published over 85 refereed manuscripts in the areas of electronic materials. His current research involves tunable dielectrics and their applications in frequency and phase agile circuits, and biopolymers for electronics, photonics and sensors. He has led collaborative research with the Air Force Research Laboratory (AFRL) in these areas since 2000. His work to date has been funded by NASA, AFRL, the Air Force Office of Scientific Research, the National Science Foundation, and the Defense Advanced Research Projects Agency.

Guru wishes to recognize his current and former graduate students for their contributions to his research group, many of his UD colleagues who have supported him in many ways, and AFRL colleagues who have contributed to his research on ferroelectric devices and biopolymers. He would like to especially thank the late Dr. Rand Biggers, who initiated Barium Strontium Titanate thin film work at AFRL, and his research colleagues Dr. Perry Yaney (UD), Dr. James Grote (AFRL), Dr. Rajesh Naik (AFRL), and Dr. Morley Stone (AFRL) for their productive collaborations in the area of biopolymers for the past several years. He also fondly remembers the late Dr. Krishna Pasala for being a mentor and a family-friend.

2008 Alumni Award in Teaching – Dr. Margaret Pinnell



Since joining the University of Dayton in 2001 as a visiting assistant professor and continuing on as an assistant professor in 2003, Dr. Margaret Pinnell has helped to establish herself and the University of Dayton as a national leader in engineering service-learning. As the ETHOS (Engineers for Technical Humanitarian Opportunities for Service learning) faculty advisor since 2003, she has helped to grow the summer internship opportunities for engineering students from roughly five per summer to twenty five per semester in 2007. Now students are traveling to Mexico, Honduras, Nicaragua, Brazil, Bolivia, Africa, and Pakistan for at least six week internships in cottage industries, developing products to help the world's poorest meet basic needs. These experiences have been life-changing for the students. Additionally, there have been numerous technical contributions to the cottage industries in which the students have worked. Dr. Pinnell has been solely responsible for bringing back a number of these projects into the university's engineering curriculum.

Her leadership in engineering service learning has been exemplified by the extent and quality of her scholarship in this arena, now totaling eighteen peer reviewed papers and one book chapter. Dr. Pinnell has also worked extensively to translate service-learning to STEM K-12 education. On a current NSF four year grant, she is developing an on-line resource for K-12 STEM educators (<http://stem.udayton.edu>). This resource is the only one of its type in the nation. For her leadership in Engineering and STEM service learning, Dr. Pinnell is awarded the 2008 Alumni Award in Teaching.

This year the Faculty Awards Committee, appointed by the Provost, consists of Chair Peter Powers (Physics), and committee members Jamie Ervin (Mechanical & Aerospace Engineering), Messay Kebede (Philosophy), William Lewis (Management and Marketing), Eugene Moulin (Teacher Education), Joyce Dean (Advancement), Mike Krieger (Roesch Library) and students Elizabeth Becker (history major) and Gary Motz (biology and geology major). Citations written by: Malcolm W. Daniels and Donald L. Moon, Electrical and Computer Engineering; Kevin Hallinan, Mechanical & Aerospace Engineering.

Call for Proposals: 2008-2009 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 UD Graduate School has made available funding to support two additional grant proposals that address issues pertaining to graduate education. These additional funds are intended to promote innovation in graduate-level courses and program development. Suggested topics for these proposals could include course development, creation of an online version of a course, improving evaluation and assessment methods, fostering professional ethics and the responsible conduct of research, and the development of interdisciplinary approaches to graduate education.

The deadline for applications is Monday, October 20, 2008. The full Request for Proposals, including the application form, can be downloaded from the LTC Web site at the following address: http://LTC.udayton.edu/faculty/facdev/grants/LTC_IG.htm. If you have any questions related to this proposal process, please do not hesitate to contact Lora Butcher, Faculty Development Coordinator, at 229.3309 or David Wright, Director of Curriculum Innovation and E-Learning, at 229.4604.

Fall Part-Time Faculty Workshop

This fall's workshop, sponsored by the Faculty Development Committee, will be held on Saturday, October 18. It begins at 8:15 a.m. with breakfast in the KU Barrett Dining Room and then moves to the LTC for the morning program. A full description of the workshop and its sessions will be announced in early fall. An important component of the workshop will be the opportunity for attendees to meet with Heidi McGrew (Geology), the new part-time faculty representative to the Academic Senate.



Join a Community of Faculty Committed to Improve Teaching and Learning

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" and are exempt from standard student course evaluation procedures.



A call for applications to teach in the Studio next spring will be distributed early in the fall semester. If you have any questions, contact the LTC (LTC@notes.udayton.edu or 229.4898) or Steve Wilhoit (Wilhoit@notes.udayton.edu or 229.5317).

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

The FYIs and FAQs on Student Learning Support

Dude Coudret and Brenda Cooper (Assistant Directors of Student Learning Support)

Student Learning Support's goal is to deliver customized programs and services that meet the needs of students, faculty, and staff. In partnership with University departments, we strive to develop programs and services that assist students in understanding themselves as learners, improve successful course completion rates, and increase student retention rates. With over fifteen initiatives, it may be difficult to keep up with the many programs and services available to faculty, staff, and students. We encourage you to contact our office to learn more about these initiatives. At a glance, here is what we offer.

The FYIs on Student Learning Support

Faculty and Staff Consultations

- Presentations and workshops covering various learning support topics
- Technical assistance with the implementation of learning support
- Support and consultation for the provision of reasonable accommodations for students with disabilities

Services for Students with Disabilities

- Reasonable accommodations for qualified students with verified disabilities
- Disability management advising
- Exam proctoring for students with disabilities
- Alternative formats production
- Assistive technology, software, and training

Peer Facilitated Support

- Drop-In Tutoring for many general education courses
- Quantitative Reasoning Competency (QRC) Tutoring
- Study Groups for designated Math courses
- Supplemental Instruction in select subject areas
- The Write Place –writing support for assignments in all disciplines

Customized Support for Designated Populations

- Summer Trial Enrollment Program (STEP) participants
- Business Special Enrollment Program support (BSEP) participants
- Student athletes
- Probationary students

The FAQs on Student Learning Support

1) *Is Student Learning Support part of the Ryan C. Harris Learning Teaching Center?*

Yes— Student Learning Support is just one of three offices housed within the LTC. We work collaboratively with the other two offices, Faculty & Leadership Development and Curriculum Innovation & e-Learning, to support the vision and mission of the Ryan C. Harris Learning Teaching Center.

2) *Does Student Learning Support provide tutoring for all courses?*

No – Student Learning Support strives to provide Drop-In Tutoring for most general education courses. The Drop-In Tutoring schedule can be found on Student Learning Support's homepage: <http://LearningSupport.udayton.edu/>. This schedule lists all of the courses in which Drop-In Tutoring is available.

3) *Is the Write Place part of Student Learning Support?*

Yes – Although housed on the fifth floor of the Roesch Library, the Write Place is one of the many services offered through Student Learning Support.

4) *Is writing support only available to first-year students?*

No—The Write Place is available to all students. Faculty and staff should encourage sophomore, juniors, and seniors to continue to take advantage of this great resource. In addition to the Write Place, the LTC's office of Faculty and Leadership Development offers writing across the curriculum programming for faculty.

5) *Do students have to be struggling in courses to utilize these services?*

No –The support offered through Student Learning Support is based on each student's needs. Every student should be encouraged to capitalize on all of the resources available to him or her. This approach is considered a "best practice" for student learners.

6) *What happened to LEAD?*

Effective January 2008, we changed LEAD's name to Student Learning Support to more accurately describe our work.

7) Are disability services part of Student Learning Support?

Yes - Services for registered and approved students with disabilities are one of the many initiatives offered through Student Learning Support.

8) Should I provide any student with academic adjustments or accommodations if they request them for my course?

No - Approved students requesting accommodations for their courses must provide each of their instructors with a Self-Identification Form signed by a representative from Student Learning Support. Faculty and staff should encourage all students to seek assistance from Student Learning Support if they suspect the presence of a disability.

9) How should I encourage students to come forward to discuss disability related needs?

Faculty should make an announcement during their first class and include the following statement in their syllabus:

“To request reasonable accommodations due to disability, please contact Student Learning Support office in the Learning Teaching Center, LTC 023, 229.2066. If you have a Self-Identification Form indicating that you have a disability which requires accommodation, please present it to me during my scheduled office hours so that we may discuss your needs.”

For more information about Student Learning Support, please contact us at 229.2066 or visit us on the web at: <http://LearningSupport.udayton.edu/>

Getting To Know Elizabeth Harrison, Ph.D.

Dude Coudret and Brenda Cooper (Assistant Directors of Student Learning Support)

Elizabeth Harrison (Beth) has been appointed as the **new Director of Student Learning Support**. Beth joined the UD community on August 1st, along with husband, Brink, who accepted a position with the Dayton Early College Academy (DECA).

Although Beth was born in Minnesota, she spent part of her childhood in Korea, Japan and Hawaii, where she graduated from high school in 1970. While in college, she also spent a considerable amount of time in Japan, as a study abroad participant. During this time, Beth became captivated by the interplay between language, religion, and culture and how they influence and shape an individual. In 1974, Beth graduated from Carleton College with a BA in Asian Studies focusing on the study of Japanese religion. After marrying her classmate, Brink Harrison, they moved to Andover, Massachusetts.

In 1978, Beth earned her Masters and completed her coursework for her Doctorate in Japanese religion and intellectual history in East Asian Languages and Civilizations at the University of Chicago. Beth and Brink then moved to Japan, which allowed Beth to complete her research for her doctoral dissertation. During her eleven year stay in Japan, Beth conducted research, taught for a study abroad program, interpreted and translated, traveled widely across Japan, and gave birth to two sons. She returned to the US in 1989 where she returned to her alma mater to teach at Carleton College. In 1991, Beth and Brink moved their family to Arizona, where she became an Assistant Professor of East Asian Studies at the University of Arizona. Beth completed her Doctorate in August 1992.

Beth has always had a passion for student learning and helping students to succeed; this passion lead her to change her focus at the university level. For the past several years, Beth has served as the Director of the University Learning Center at the University of Arizona. She has received the Association on Higher Education and Disability Professional Recognition Award for her work in bringing Universal Design into the education arena, and the Five Star Faculty Teaching Award and Innovative Teaching in General Education Award at University of Arizona.

Beth is nationally known for her scholarship on Universal Design and its application to learning. During the fall 2008 semester, Beth will be facilitating a Faculty Exchange Series session entitled “**Accessible Learning by Design**,” scheduled for Tuesday, October 21 (see p.13). Finally, please join us in welcoming Beth and husband, Brink, to the University of Dayton!



Of Societies and Individuals and Universal Design

Beth Harrison (Director, Student Learning Support)

I've begun to look differently at my Arizona Sonoran desert surroundings as I ready my household for our move to Dayton. The desert has become a moonscape to me again, an exotic place I'm visiting — even after 17 years — rather than where I belong, a place I will leave soon. I find myself trying to fix in my mind's eye the great variety of unusual plant and animal shapes that help the desert life forms adapt to the extreme conditions here, and I think of the ways my family has learned not just to live, but to thrive in the desert.

I've made many such dramatic moves in my life, often going one way or the other across the Pacific Ocean, and that experience has prepared me for what is coming. I'm familiar with both the excitement of discovering new places and meeting new people and the frustration of not being able to find anything or do things the way I'm used to. I look forward to the former, and I'm trying to shore up my patience to deal with the latter.

This makes me wonder at the marvel of human societies. We build physical plants, institutions, patterns of culture and of social organization that help us not only live but thrive just about everywhere on the planet. Or at least that seems to be the intention. But we don't always succeed, do we? Societies fail to thrive and a great many individuals live harsh, difficult lives. The very institutions, both physical and conceptual, that we've created to stabilize and support our individual and collective lives often become barriers to that support. And those of us involved in creating and administering those institutions become so caught up in our own roles and in traditional patterns of thinking that we often cannot see or even imagine that we may in fact be getting in the way of what individuals and societies need in order to thrive.

The paradigm of "Universal Design" asks us to consider the question of access to everything we create and administer — to buildings, spaces, and facilities; to tools and resources; to information and learning. It is a call for us to reexamine our usual ways of doing things and to design afresh with our sights set on making what we do truly supportive of and accessible to everyone. It asks us to identify potential barriers to our users' success and either design those barriers out of the picture, create equitable alternatives, or, in some cases, to make explicit what the limiting conditions of a particular context are.

For an architect, this means asking, "How can I effectively and creatively fulfill the requirements of the job with a design that is inclusive of the widest possible range of people?" For an administrator, it means asking, "How can we effectively and creatively design and deliver the services of this unit or institution so as to make them accessible to the widest possible range of users?" And for a teacher, "How can I effectively and creatively design and teach this course in a way that makes the learning in it accessible to the widest possible range of the learners in the class without compromising my expectations for student performance?"

There is (as yet) no rulebook for Universal Design, whether in architecture or the classroom. And I don't think there should be. For example, no set of rules can anticipate the wonderful variety of human talents, potentials, and needs that will come through the gate of the University of Dayton each year. But although there are no rules, there are sets of guidelines and principles for Universal Design available, some more and some less detailed. I like the general approach taken by the Ivy Access Initiative, which calls for 'flexibility' and 'multiplicity' in design (http://www.brown.edu/Administration/Sheridan_Center/teachtips/uid.pdf) for examples in the realm of teaching). I like this general approach because I believe that Universal Design is first and foremost a call for us to work together to be consciously and continuously creative in every environment that we design in order to help each person reach her or his potential.

As my husband and I continue preparations for our move to the Dayton area over the next few weeks, we will be reconsidering our lives and lifestyles and taking this opportunity to redesign the way we live, both to better fit our new surroundings and to better support our needs. I invite all of you at the University of Dayton to join me in rethinking the environments at the university — physical, administrative, service, and learning environments — and, where needed, in redesigning those environments to better support the success of all members of the UD community.





FES

Faculty Exchange Series



The Faculty Exchange Series (FES), introduced in the fall of 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, Faculty Development Coordinator, at 229.3309 or Lora.Butcher@notes.udayton.edu.

FE1 The University System of Ohio: Implications for Private Institutions

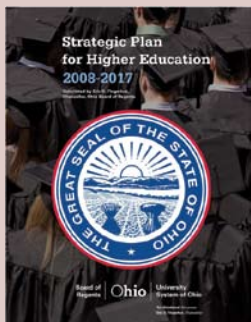
Hosted by: Tom Lasley (Dean, School of Education and Allied Professions)

Chancellor Eric Fingerhut's ten year plan for higher education in Ohio describes the creation of a university system of higher education and is focused on enhanced productivity and accountability. The plan places heavy emphasis on Ohio's public institutions but it also has significance for private institutions such as the University of Dayton. This session will discuss the possible ways in which UD can and should be a part of the broader Ohio plan. Paper copies of the ten year plan will be delivered to registered attendees of this session, so that the session will allow a rich exchange of ideas. The plan can also be found online at: <http://universitysystem.ohio.gov/strategic-plan/>

Wednesday, September 24

12:00 – 1:15 PM

LTC Forum, LUNCH



The Strategic Plan for Higher Education in Ohio 2008-2017

In March 2008, the Chancellor of the newly-created University System of Ohio, Eric D. Fingerhut, presented a 10-year strategic plan for higher education to Governor Ted Strickland and the Ohio General Assembly. The plan details strategies to meet the governor's goal of enrolling 230,000 more students into college programs. Also emphasized in the plan is the importance of keeping more graduates in Ohio and attracting more academic talent to the state. To do this, the plan calls for increasing educational opportunities by lowering costs, raising enrollments and boosting individual student success.

FE2 Navigating an International Classroom: Issues Faculty May Encounter

Hosted by: Karin Avila-John (Intensive English Program, Center for International Programs)

An international student in one's class provides both benefits and challenges to the students and faculty. This session addresses those issues and offers advice on how to navigate the class so that ALL students may reach their full potential. There are numerous topics or issues that arise in class to which international students can offer a different point of view, but there are also some of which they have no concept. This session brings to light various issues international students can have in a classroom at an American university.

Tuesday, September 30

12:00 – 1:15 PM

LTC Forum, LUNCH

(continued on next page)

FE3 The Postcolonial Atrocity Memoir and the Narrative of Human Rights

Hosted by: Center for International Programs

Dr. Pramod Nayar, Assistant Professor of English at the University of Hyderabad (India), will share his current work in post-colonial literature. His research interests are English colonial writing on India, cultural studies, literary and cultural theory, postcolonial studies, and he has been a Smuts Visiting Fellow in Commonwealth Studies (Cambridge University) 2000-2001, Charles Wallace India Trust-British Council Fellow (University of Kent at Canterbury), 2001, and Fulbright Senior Fellow at Cornell University, 2005-06. He is also the Series Editor, Contemporary Indian Writers in English (CIWE), Foundation Books. Please join Dr. Nayar as he discusses post-colonial literature with a focus on its impact on human rights.

Wednesday, October 1

12:00 – 1:15 PM

LTC Forum, LUNCH

FE4 The Leisure Reading Collection at Roesch Library

Hosted by: Scott West (Roesch Library)

The Leisure Reading Collection at Roesch Library is the newest addition to the library collection. Motivated by an effort to improve the casual reading of undergraduate students, the collection was introduced in early 2007 and quickly became popular with most populations in the university community. The collection includes both fiction and nonfiction titles in almost every genre. There is also a deliberate effort to make available graphic novels and diversity/inclusion titles. This discussion will emphasize the funding, history, organization, and selection process for this dynamic and visible collection.

Thursday, October 2

12:00 – 1:15 PM

LTC Forum, LUNCH

FE5 Art + Science: Collaboration for Stander Symposium Performance (Spring 2007) and Art Exhibit (Fall 2008)

Hosted by: Susan Byrnes (ArtStreet), Sharon Leahy (UD Artist in Residence), Joel Whitaker (Visual Arts), Scott Streiker (NEST – Nano Engineering Science and Technology), and Carl Friese (Biology)

The Art + Science Project, funded by an Enhancing Student Culture for Academic Engagement & Excellence grant, encouraged cross-disciplinary learning for students interested in the arts and the sciences. The project also developed the potential for faculty collaboration between two traditionally distinct fields of study. With the NEST lab, the biology lab, the stage, the art studio, and the gallery as learning environments, teams of art, science, and other students and faculty created a performance piece for the Celebration of the Arts, and developed and displayed a visual art exhibit at ArtStreet of original science-inspired artworks. Come learn more!

Wednesday, October 8

12:00 – 1:15 PM

LTC Forum, LUNCH

FE6 The Use and Misuse of Student Evaluations (and Complaints) in Assessing Teaching Performance

Hosted by: Vernellia Randall (School of Law)

This session will look at the use and misuse of student teaching evaluations in personnel decisions. It will examine alternative ways of evaluating teaching. Finally, it will assess the academic freedom and first amendment issues that might be implicated in the use of student evaluations in promotion, retention, tenure and other personnel decisions.

Wednesday, October 15

12:00 – 1:15 PM

LTC Forum, LUNCH

A Special One-of-a-Kind Guest Speaker Event on October 13 **Living the Promise: Helping Students be Attentive to their Callings - Gregg Levoy**

Gregg Levoy is the author of *Callings: Finding and Following An Authentic Life* (Random House). A former adjunct professor of journalism at the University of New Mexico, and former columnist and reporter for the Cincinnati Enquirer and USA Today, Gregg is a nationally-recognized motivational speaker. His presentations help faculty, staff and students to create passionate, productive and mission-inspired work that reflects a true calling. He explores the psychological, spiritual and practical processes we typically encounter in listening and responding to these calls. Details of Gregg Levoy's visit to UD will be shared later in the fall semester. This event is jointly sponsored by the Program for Christian Leadership and the LTC.

FE7 Accessible Learning by Design*Hosted by: Elizabeth Harrison (Student Learning Support, LTC)*

This session will explore the potential barriers in the learning experiences we design for our students – by our presentation of information, the ways we expect students to acquire information, and the ways we expect students to demonstrate what they've learned. Come and learn a protocol for thinking about the accessibility of learning in your courses. Participants will have the opportunity to explore their own teaching practices in terms of potential barriers and essential elements, and to generate possible solutions.

Tuesday, October 21**12:00 – 1:15 PM****LTC Forum, LUNCH****FE8 Check the Source: A Citation Analysis of Honors Student Theses, 1983-2007***Hosted by: Heidi Gauder (Roesch Library)*

Are honors students in 2007 using the same or different sources than they did in the past? This session will present the results of a citation analysis conducted on a sampling of UD Honors Program theses from 1983 to 2007. This study examines the influences that shaped students' secondary research practices over time.

Tuesday, October 28**12:00 – 1:15 PM****LTC Forum, LUNCH****FE9 Service Learning: Why Bother?***Hosted by: Kelly Bohrer (Center for Social Concern) and Katie Schoenenberger (Geology)*

This session will offer an open forum for faculty who have interest in or experience with service learning at UD. Come and share ideas and opportunities! The facilitators will share their own experience from the fall 2006 and 2007 semesters of teaching a field-based science course both with and without a service component. Specific topics of discussion will include service as a complement to class-based learning, exploring how service can help bridge the gap between ideal and actual student learning outcomes, and options for faculty to easily tap into UD's existing service network and bring this expertise to their courses. Come meet others who have service learning experience or are interested in using service learning, discuss how you can incorporate and use service to complement your current teaching.

Wednesday, November 5**12:00 – 1:15 PM****LTC Forum, LUNCH****FE10 The International Sabbatical***Hosted by: Panel of faculty who have taken an international sabbatical and Center for International Programs Staff*

Have you ever considered an international sabbatical? A panel of faculty will share their international sabbatical experiences. Come hear about what they did and how they planned for it. Gain insight and tips from their experiences. Panelists will also share other issues related to an international sabbatical that will be important to consider. Information about the Fulbright Scholarship and other funding programs will also be discussed.

Thursday, November 6**12:00 – 1:15 PM****LTC MeetingSpace, LUNCH****Family Life during an International Sabbatical**

UD engineering professor Drew Murray spent a year's sabbatical with his family in Montpellier, France. Drew selected Montpellier for his sabbatical because he wanted to return after conducting a post-doctoral fellowship there in 1996. He conducted research at l'Université Montpellier II, Université des Sciences et Techniques du Languedoc. His wife, Lynn, kept everyone at home updated on their experience as they explored life and work in France using a blog that can be found at:

<http://international.udayton.edu/murray/index.htm>

*(continued on next page)*

FE11 & 13**A User's Guide to the 2009 Stander Symposium**

Hosted by: Fran Pestello (Sociology, Anthropology & Social Work), Sukh Sidhu (Mechanical & Aerospace Engineering & UDRI), and Andrea Meyer Wade (Provost's Office)

Wondering how your students will spend their day during the upcoming Stander Symposium (Apr. 15-16, 2009)? Join us for a discussion on how you can create learning opportunities for students in your classes and why you should attend and encourage student attendance at the 2009 Stander Symposium. 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. The Stander Symposium and associated events have provided a showcase for undergraduate and graduate scholarship and creative endeavors for the past 20 years. Whether you're a new faculty member looking to get involved or a veteran faculty advisor, please join us for this important conversation.

Monday, November 10

12:00 – 1:15 PM

LTC MeetingSpace, LUNCH

OR

Thursday, November 13

12:00 – 1:15 PM

LTC Forum, LUNCH

FE12**Hosting International Scholars and Faculty**

Hosted by: Panel of faculty who have hosted international scholars and Center for International Programs Staff

Hosting an international scholar can be an excellent way to internationalize! Joint research, guest lecturing and collaborative teaching are all opportunities to engage visiting scholars. Come to learn from others who have invited scholars to campus from around the world. The practical considerations of the invitation process, as well as planning to make sure the scholar is welcomed, integrated into campus life, and has access to the facilities and services will also be discussed.

Tuesday, November 11

12:00 – 1:15 PM

LTC Forum, LUNCH

FE14**New Day for Service Learning**

Hosted by: Kelly Bohrer and Nicholas Cardilino (Campus Ministry) and Joanne Troha and Richard Ferguson (Fitz Center for Leadership in Community)

Service learning is a powerful way for students to link classroom instruction to real world problems. Come find out about a new proposal to the university for a long-term service learning strategy on campus that will help faculty to more effectively and readily incorporate service learning pedagogy into courses. An Advancing Learning Outcomes from Habits of Inquiry and Reflection grant helped launch the strategic planning process with a University-wide retreat last May. Since then, committees have collected best practices, studied needs and opportunities at UD, and now have recommendations for improving service learning at UD. We invite faculty and staff to attend this session to learn about and help shape this emerging strategic plan for Service Learning at UD.

Wednesday, November 12

12:00 – 1:15 PM

LTC Forum, LUNCH

CALL FOR PROPOSALS

The deadline to submit a FES proposal for Spring 2009 is **Friday, October 24**. If you have any questions, please contact Lora Butcher at Lora.Butcher@notes.udayton.edu or call 229.3309. More information on the FES and the request for proposals can be found at:

http://LTC.udayton.edu/faculty/facdev/programs/exchange_series.htm

The Faculty Development Committee consists of Janet Bednarek (History), Rex Berney (Physics), Deb Bickford (Office of Provost/LTC/SBA), Rebecca Cochran (School of Law), Chuck Edmonson (Engineering Technology), Hector Escobar (Roesch Library), Elizabeth Harrison (Student Learning Support), Janet Herrelko (Teacher Education), Sawyer Hunley (Counselor Education & Human Services/LTC Fellow), Christian Kiewitz (Management and Marketing), Drew Murray (Mechanical & Aerospace Engineering/Honors & Scholars), Jason Pierce (Political Science), Molly Schaller (Counselor Education & Human Services/LTC Fellow), Steve Wilhoit (English/LTC), David Wright (UDit/LTC/Biology), and 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 register, please contact Lora Butcher at 229.3309 or Lora.Butcher@notes.udayton.edu.

Library Research Technologies: Personal and Classroom Utilities

L1 Session 1 - Got Data? Accessing Social & Political Data for Secondary Analysis

Hosted by: Frances Pestello and Jeremy Forbis (Sociology, Anthropology and Social Work)

The University of Dayton is now a member of the Inter-university Consortium for Political and Social Research (ICPSR), the world's largest archive of digital social science data. This session will show you how to search ICPSR's catalog of holdings, download data, and read it into a statistics program (SPSS) to make tables.

Monday, October 6

12:00 – 1:15 PM

LTC Forum, LUNCH

L2 Session 2 - Wikipedia: The Elephant in the Research Room

Hosted by: Heidi Gauder (Roesch Library)

Many students know that Wikipedia has a questionable reputation, but when Wikipedia entries top Google search results lists, the temptation to cite that particular source becomes compelling. Are there ways to embrace this elephant? This discussion will examine the limitations and advantages of Wikipedia, as well as its possible use as a curricular tool.

Monday, October 20

12:00 – 1:15 PM

LTC Forum, LUNCH

L3 Session 3 - Multimedia Mania

Hosted by: Amy Edwards (Roesch Library)

Still using VHS in the classroom? It's time for a multimedia makeover! Come learn about online books, movies, music and other resources available at Roesch Library and beyond.

Monday, November 3

12:00 – 1:15 PM

LTC Forum, LUNCH

L4 Session 4 - Advanced RefWorks

Hosted by: Jack O'Gorman (Roesch Library)

This hands-on session will show you what else you can do with RefWorks, a citation management tool. In this session you will see a demonstration of Write-N-Cite, a plug-in to Microsoft Word that allows you to dynamically cite your sources as you write. Also to be discussed is Ref-Grab-It, which allows you to correctly cite Web pages.

Monday, November 17

12:00 – 1:15 PM

LTC Forum, LUNCH

New Program to Support Faculty Research Coming Next Spring!

Plans are underway in the LTC to develop a *Research Fellows Program* for spring semester, 2009. Modeled on the successful Teaching Fellows initiative, the *Research Fellows Program* will bring together a small number of faculty from across the curriculum interested in working collaboratively to support each other's research projects. The Fellows will meet regularly during the spring term to learn about a range of research methodologies, funding opportunities, and publication venues. During the semester, they will plan a research project they would like to begin during the summer. The LTC will make a pool of funds available to Research Fellows to support their projects. Expect to see calls to join the initial Research Fellows cohort group early in the fall semester.



CARMA Research Methods Webinars for Fall 2008

The Center for the Advancement of Research Methods and Analysis (CARMA) is a non-profit unit of the School of Business at Virginia Commonwealth University. CARMA conducts Webinars on a variety of research methods topics and hosts a video archive of prior events. We would like to extend an invitation to all interested faculty, staff, and students to participate in these events.

For details about session content, please contact Christian Kiewitz (Management & Marketing Department, Faculty Development Committee, and CARMA Series Facilitator) at 229.2046 or kiewitz@udayton.edu. To register for these events or to gain access to the online archived recordings of prior Webinars, please contact Lora Butcher at 229.3309 or Lora.Butcher@notes.udayton.edu

Each Webinar consists of an approximately 60 minute presentation followed by a 30 minute Q&A session. Each session is presented by an accomplished expert in the area. Topics cover a range of basic and cutting edge research methods issues and areas. The sessions are suitable as an introduction to a topic, a refresher, continuing education, or for an area expert session as part of a graduate class in research methods.

CARMA Research Methods Webinars at UD are co-sponsored by the Department of Management and Marketing (School of Business Administration) and the Ryan C. Harris Learning Teaching Center.

TITLE & PRESENTER	DATE	TIME	LOCATION
Review of Research Methods in Organizational Studies by Dr. Herman Aguinis, University of Colorado-Denver	Friday, September 26	12:00-1:30 PM	LTC TeamSpace
Measurement Issues in Stress Research by Dr. Daniel Ganster, University of Arkansas Measurement of Affect and Episodic Events by Dr. Howard Weiss, Purdue University Question and Context Effects in Organizational Survey Data by Dr. Adam Meade, North Carolina State University	Friday, October 24	12:00-4:30 PM (Three concurrent Webinars)	LTC TeamSpace
Multivariate Categorical Response Models by Dr. Peter Westfall, Texas Tech University	Friday, November 14	12:00-1:30 PM	LTC MeetingSpace

* Noon time sessions will have lunch and beverages available, while other times will provide snacks and beverages.

New Media and the Scholarship of Teaching

During the fall semester, a small group of faculty from across the curriculum will be participating in the pilot of a new program entitled *New Media and the Scholarship of Teaching*. The primary goal of the program is to help participating faculty develop innovative teaching applications of media-related technologies (such as streaming video or audio, blogs, Smart Boards, pod casting, or DVD production) to promote one or more of the learning outcomes associated with *Habits of Inquiry and Reflection*. Participants will be trained in the use of these technologies and will meet biweekly to discuss the progress they are making on their plans, to support each other's work, and to receive guidance and instruction as needed from the project management team. Additional iterations of this program are anticipated in the future, based on the lessons learned from this pilot project. For more information, please contact Steve Wilhoit (Wilhoit@notes.udayton.edu or 229.5317).



Transition Plans for Users of Discontinued Microsoft FrontPage

UD has used Microsoft FrontPage for many years as our centrally-supported Web editor. Faculty, staff and students have used FrontPage to build personal, scholarly or course-related Web sites on <http://academic.udayton.edu> or <http://homepages.udayton.edu>. The software's popularity was based on its "ease-of-use" with an Office/Word-like interface, built-in Web components, themes and easy database access.

When Microsoft discontinued FrontPage sales in 2006, Udit with input from faculty, students and staff researched alternative products to replace FrontPage. The recommendation was to use **Microsoft Expression Web**. The primary reasons for selecting this product were that this program allowed the continued editing of existing FrontPage sites, and the ability to use proprietary Microsoft technologies associated with data collection within FrontPage. The program also used standards-based code for creating Web pages and CSS style sheets.

Expression Web will be available to students in the fall of 2008. Faculty and staff are expected to migrate very slowly to Expression Web, since there is no significant gain for most users. Indeed, because Expression Web is more heavily-focused on using open standards, many users will note the lack of proprietary (Microsoft-specific) features that have been taken for granted over the years – such as themes and Web-bots/components. We encourage users to reflect on these differences and how it will impact their work. Details of these differences are outlined at the Web site described below.

UDit will provide technical support for Microsoft FrontPage-authored sites at UD for several years. Additional details of the availability of Expression Web to faculty and staff will be forthcoming, as well as training resources for this new tool.

More information about the use of Microsoft Expression Web, and the comparisons between Expression Web and FrontPage can be found at the following Web site:

<http://academic.udayton.edu/ExpressionWeb>



Although Expression Web will be an important tool for Web editors at UD, since FrontPage appeared on the campus in the late 1990's, several alternative Web-publishing options are now used at UD. In most cases these tools hide the technical details of using the HTML code that underlie how the Web works:

WebCT (to transition to Isidore): Our course-based learning management system

QuickPlace: A teaming application for quick collaborative project-related or course-based Web sites

Consolidated Web Strategy: Will allow management and editing of official Web sites via UD's content management system

XO Laptop

The XO Laptop is available for preview by faculty and students in the LTC Rotunda. As an initiative of the *One Laptop Per Child* program this small and distinctive computer has a low cost (originally touted as \$100) to target it for use in emerging countries. The XO helps children gain access to the technology revolution. A surprisingly rich collection of software applications are installed: word processing, music authoring, digital video and painting, Web browsing, e-book reader, email and programming. It uses a Linux operating system interface called "Sugar" designed for collaboration and comes with many hardware features such as wireless networking and a video camera. For these capabilities, the XO laptop has drawn attention from around the world. Come check it out!

More information can be found at <http://laptop.org>.



Photo from One Laptop Per Child

E-Learning Seminars

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. All sessions will be facilitated by Ryan Allen (E-Learning Lab). Noon time sessions will have lunch and beverages available, while other times will provide snacks and beverages.

August			
E1 - Introduction to WebCT	Thursday - 8/21	1:00-2:00 PM	LTC TeamSpace
E2 - Up and Running With WebCT	Friday - 8/22	1:00-3:00 PM	LTC TeamSpace
E3 - Introduction to WebCT	Wednesday - 8/27	2:00-3:00 PM	LTC TeamSpace
E4 - Up and Running With WebCT	Thursday - 8/28	2:00-4:00 PM	LTC TeamSpace

September			
E5 - Boosting Student Engagement with Clickers	Thursday - 9/11	12:00-1:00 PM	LTC MeetingSpace
E6 - Podcasting with iTunes U	Friday - 9/19	12:00-1:00 PM	LTC TeamSpace
E7 - Introduction to WebCT	Tuesday - 9/23	1:30-2:30 PM	LTC Forum
E8 - Up and Running With WebCT	Wednesday - 9/24	1:00-3:00 PM	LTC TeamSpace
E9 - Preventing Plagiarism with TurnItIn.com	Tuesday - 9/30	12:00-1:00 PM	LTC Forum

October			
E10 - Increasing Class Participation with Discussion Threads	Tuesday - 10/7	12:00-1:00 PM	LTC TeamSpace
E11 - Boosting Student Engagement with Clickers	Tuesday - 10/21	12:00-1:00 PM	LTC TeamSpace
E12 - Getting Up to Speed with Isidore	Thursday - 10/30	12:00-1:00 PM	LTC TeamSpace

November			
E13 - Getting Up to Speed with Isidore	Friday - 11/14	12:00-1:00 PM	LTC TeamSpace
E14 - The In's and Out's of Social Bookmarking	Thursday - 11/20	12:00-1:00 PM	LTC TeamSpace

Introduction to WebCT - Thinking about using UD's Learning Management System, WebCT? If so, this informational session is a great first step. Instructors will hear about the system capabilities and learn what it takes to get started. If you're new to the system, you should attend this session before 'Up and Running with WebCT'.

Up and Running with WebCT - Users will be led through the steps and uses of each tool in WebCT during this two hour session. The hands-on approach is designed to give users practice in the system so that they're ready to begin building their own site once they walk out of the door.

Boosting Student Engagement with Clickers - No longer must instructors wait until exam day to see how much their students have learned. Student Response Systems (SRS), or "clickers", are becoming standard equipment in many college classrooms. These handy tools allow instructors to get instantaneous feedback through electronic polling from a large audience.

Podcasting with iTunes U - Have you ever heard the word 'Podcast' and wondered what it was all about? Are you looking for a new way to connect with your students and strengthen their learning experience? iTunes U, a free service hosted by Apple, is designed to easily enable schools to manage and deliver a broad range of portable audio, video, and PDF content to students, faculty, staff, alumni, and the public through the familiar iTunes interface.

Preventing Plagiarism with TurnItIn.com - How and why are your students plagiarizing their papers? What can a busy instructor like yourself do about it? Come to this informative session and learn some tricks of the trade, prevention strategies, and sign up for Turnitin.com – a simple online plagiarism detection service the University of Dayton subscribes to. Turnitin can detect the slightest use of plagiarized material by comparing submitted papers with previously submitted papers in its database, the Internet, as well as periodicals and journals.

Increasing Class Participation with Discussion Threads - The use of threaded discussions in your online or supplemented class can make a huge difference. With a little work and oversight the quality and quantity of the participation can grow leaps and bounds.

Getting Up to Speed with Isidore - Come to this informative session and hear about the progress and status of the Isidore Learning Management System. Faculty will hear about the initial reactions from the system's users and learn what the next steps for migration are.

The In's and Out's of Social Bookmarking - Social Bookmarking marks a shift in the way users all over the world are using the web. With Social Bookmarking users are able to access and catalog web resources quickly and efficiently from any computer in the world. This Web 2.0 tool will change the way you look at websites.

Teaching from a “Distance” Made Easier

Bill Marvin (Philosophy)

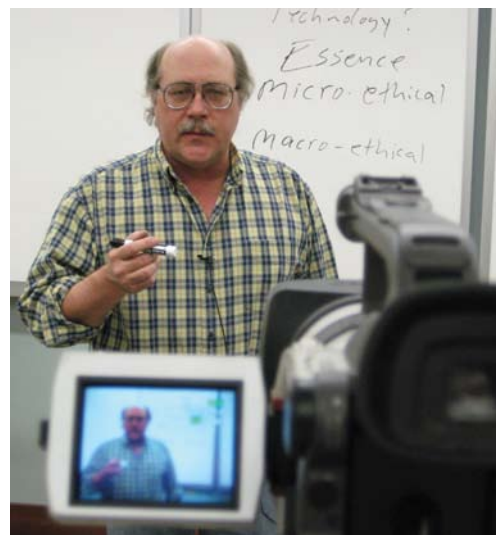
I have been teaching full-time in the Department of Philosophy since 1991. Some of my early UD classes were the type of “distance learning” course that required the judicious use of “snail mail.” But recently I was asked to teach Engineering Ethics online. I accepted the challenge!

Engineering Ethics is a popular course and tends to fill up quickly during the fall and spring terms. The enrollments for the new online class were surprisingly high for a summer offering. Students appeared to appreciate the flexibility an online course offers.

This year I decided to provide a small taste of the classroom experience with the two courses I was scheduled to teach online. I recalled attending a presentation in the LTC on the resources and technical support offered to faculty members. I decided to utilize some of these resources. Since online courses offer the advantage of an asynchronous exchange, I did not want to offer real time lectures. Instead, I wanted to put together video lectures that the students could view at their convenience. John LeCompte (eMedia Lab) was willing and able to make this project a reality by producing and editing a recorded series of my lectures.

The students appear to appreciate this alternative approach to learning. It is obvious from their written work and threaded discussions that they are benefitting from the presentations. Most of the students in my classes have never taken an online course before. I think that they believe that all online courses include recorded video lectures. I know that I will continue to make use of the resources and technical assistance of the good people at the LTC.

Summer online courses in our department are generating high enrollments while standard courses are suffering from lower enrollments. This is understandable because of the brutal schedule of summer classes. They either meet every day or twice a week for several long hours. Online courses offer the opportunity to learn and receive credit in the comfort of one's home, apartment or dorm room without the additional burden of travel time (and costs!). Students can work on their laptops while on their porches, at the beach or by the pool. I do not want online courses to replace standard courses. But, I do view them as an excellent summer alternative.



IT Training

IT Certifications Gaining Popularity and Importance

Employers are increasingly looking for defined levels of information technology skills in their employees. To help document a person's level of IT proficiency we offer several globally-recognized certifications. They are an ideal way for students to demonstrate that they are skilled in information technologies. Remember that anyone can take the certifications – so we hope faculty and staff consider taking the certification exams themselves. We offer two choices of certifications:



IC³ – The Internet and Computing Core Certification

IC³ is a three-test series recognized as the global standard for demonstrating digital literacy skills. All three IC³ exams are required for certification:

- Computing Fundamentals: hardware, software, and operating system
- Key Applications: word processing, spreadsheet, and presentation software functions
- Living Online: network and internet basics, email, and impact of computing on society



MCAS – Microsoft Certified Application Specialist

The MCAS certification demonstrates proficiency in the Microsoft Office suite of desktop applications and Windows operating system. MCAS exams are available à la carte:

- Microsoft Access
- Microsoft Word
- Microsoft Excel
- Microsoft Vista
- Microsoft PowerPoint

Since certification tests are proctored, you'll need to register in advance. Visit <http://Training.udayton.edu> for a list of upcoming sessions and more details.

Praise for Cohort-Based IT Training

Walker M. Foley Jr. (IT Training Undergraduate Assistant)

Professional development programs offered by the LTC are frequently structured for learning in cohorts. The IT Training Lab and Dining Services are celebrating success as more and more Dining Services employees take action to become computer literate using this team approach. In summer 2007, Mary Jo Barrows, Senior IT Training Specialist and Barb Gilbert, General Manager of the Emporium and Dining Services, began offering Continuing Education Units (CEU's) to Dining Services employees. A standard CEU is a three-part series of four hour courses designed to distribute computer certification. That sounds like a lot of time, but rest assured, the staff of Dining Services did not mind. In fact, they keep coming back for more!

"I was looking for a way to give some of our people skills they don't have – I was trying to offer them some personal development," Gilbert said. Dining Services also covered the costs of the sessions for their staff. To date, 40 Dining Services employees have taken computer classes. IT Training has already offered over 10 different CEU courses to Dining Services, including Windows, Word and Excel. The employees kept coming back because, as Barrows described "...it was a hit!"

One of the IT Training Lab's main concerns was to seek feedback from the cohort members. The employees of Dining Services did not hesitate to express the benefits of computer training. "I learned something from every one of the classes," Jennifer Lux, assistant manager at the Emporium, said. "It makes things easier." Every employee who has taken the classes spoke of the benefits of taking them and have all recommended them to their coworkers.

The IT Training Lab will be looking forward to working with other departments in using this cohort model for training. "Everybody on campus is a customer of ours. We teach the faculty, staff and students how to better use technology and incorporate it into their classrooms, their research, and their careers," Barrows said.

For more information visit: <http://Training.udayton.edu> or e-mail training@notes.udayton.edu.

IT Training Schedule

The IT Training Lab will be offering several 2-hour hands-on seminars during the fall semester. Seminar topics will include:

- Lotus Notes Archiving
- Managing Calendars
- Excel 2007 Fundamentals
- Table of Contents in Word
- Pivot Tables in Excel
- Building Formulas in Excel
- Adding Sounds, Transitions and Graphics to PowerPoint
- Managing E-Mails
- Word 2007 Fundamentals
- PowerPoint 2007 Fundamentals
- Word's Track Changes
- Sorting and Filtering in Excel
- Creating Narrated PowerPoint Shows
- Adding Animations in PowerPoint Shows

Check the calendar at <http://Training.udayton.edu/calendar.htm> for dates, times and details.

You can also register for sessions on the Web site.

New IT Training Web Site

In the interest of helping students, faculty and staff find the help they need to use our centrally-supported hardware and software, the IT Training Lab is proud to unveil a newly redesigned Web site. You can reach the site at our familiar address:

<http://Training.udayton.edu>



Getting Up To Speed with Microsoft Office 2007

More and more classroom and office computers are being upgraded with the new version of Microsoft Office. Reactions have been very positive – especially with the ribbon that makes finding program features easier.



The IT Training Lab offers face-to-face and online training opportunities for this new version of Office. Look for announcements for our instructor-led sessions during the semester. We also offer convenient online training that will introduce the basic features of Office. The classes cover a wide variety of topics in Microsoft Word 2007, Excel 2007, PowerPoint 2007, Access 2007, Publisher 2007 and Project 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 may need to refresh the page, to show the addition of the new course to the menu of available courses.

You can view the class whenever you need – it's simple, free and will help you get started with Office 2007. For more information about Microsoft Office 2007, visit our Web site at: <http://Training.udayton.edu/office2007>.

Stander

Annual Bro. Joseph W. Stander Symposium Celebrating Academic Excellence

Wednesday, April 15 & Thursday, April 16, 2009

Now in its 20th year, the University of Dayton's annual Bro. Joseph W. Stander Symposium celebrates academic excellence, rich collaborations and many forms of intellectual, artistic, and spiritual growth. The career of Bro. 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, 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 2009 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?

Visit us on the web at <http://stander.udayton.edu> or
attend a Faculty Exchange Series session (see p. 14).



Highlights from the 2008 Stander Symposium

- Over 270 student posters on topics ranging from Investigating Teacher Feedback on Student Writing, to Solving Energy Problems in Rural Nicaragua Through UD's ETHOS Program
- 113 student presentations on varying topics such as Sustainable Renovation of Facilities and Grounds at UD, and Student Research on Literacy and its Influences
- 2008 Issues Forum on Immigration Policy – over 300 attended
- Performance by Student Songwriters from Jim McCutcheon's UD Studio
- Department of Visual Arts Open Studios in conjunction with the annual Horvath Exhibition

2009 Stander Fast Facts

Web Registration Begins – November 2008

Red Mass – Wednesday, April 15, 2009

Evening at the Stander: A Celebration of the Arts at the Schuster Center –
Wednesday, April 15, 2009 at 8:00PM

Stander Cup – Wednesday, April 15, 2009

Keynote Address – Thursday, April 16, 2009 at 9:00AM

Morning and Afternoon at the Stander – Thursday, April 16, 2009

Celebration Reception – Thursday, April 16, 2009

**Thursday, April 16, 2009, is an alternate day of learning; standard classroom-style classes will not be held.*



Photos by Lauren Tomasella

Learning with the New York Times

The New York Times KNOWLEDGE NETWORK™ INSPIRING THOUGHT

The New York Times is freely available to students at UD. The newspaper is made available through a program jointly funded by the UD Student Government Association, University Libraries and the office of the Provost. The Times has been working closely with colleges for more than 70 years in bringing global and national news to students and faculty with Pulitzer Prize winning writers and photographers (<http://www.nytimes.com/college>).

We invite you to consider how best to introduce your students to this great learning opportunity – since faculty can significantly influence the readership habits of students in college and beyond. The side panel highlights some ways faculty can consider using the Times in the classroom as an aid to learning.

The SGA will be working with academic support units in extending the Times program to bring speakers onto campus and to initiate special events tied to important topics debated in the press.

Direct your students to pick up their free copy of the New York Times in the Humanities Center, Kennedy Union, Marycrest and Roesch Library. If readership grows, expect more sites in the future!

Stay tuned for an upcoming FES session on this topic. Details will be sent out during the fall semester.

Using the Times in the Classroom

- As a class opener, faculty or students can quote current events
- Set homework problems with assigned articles or allow students to find articles
- Analysis of current events
- Analyze an editorial and let students write their own
- Help develop student research skills
- Seek more globalized perspectives
- Analyze writing and reporting styles
- Analyze book, movie and performance reviews

Thematic teaching resources can be found at:

<http://www.nytimes.com/ref/college/faculty/coll-curriculum-guides.html>

Subscription to the New York Times

Complimentary subscriptions are available to faculty that use the New York Times as a learning resource (and is so mentioned in a syllabus).

For details, contact:

Kandace Rusnak

Regional Education Manager, The New York Times

Phone: 888-725-3777, Email: rusnak@nytimes.com

Most of the print content of the Times is also available through the Web site:

<http://www.nytimes.com/>

The LTC Newsletter is published by the Ryan C. Harris Learning Teaching Center in the fall and spring 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



the Blend

**The Blend's
Back to School Special:
One Muffin and a Grande Coffee
Only \$2.75!**

Redeemable at The Blend (Ground Floor of Roesch Library) or The Blend Express (Atrium of Miriam Hall)
Offer expires 12/19/08

Reading Group: Diversity across the Curriculum

Facilitated by Jack Ling (Institutional Diversity and Inclusion, Office of Human Resources)

Each semester the LTC sponsors one or more reading groups. Faculty can explore and exchange ideas with colleagues about their own teaching practices in a dialog that flows from a common reading. The LTC covers the cost of the book in exchange for participants agreeing to attend each of the facilitated discussion sessions. The book selected for the fall semester and the meeting schedule is described below.

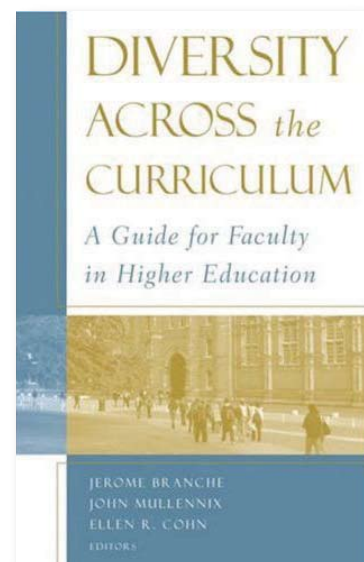
Diversity across the Curriculum: A Guide for Faculty in Higher Education

Jerome Branche, John Mullennix, and Ellen R. Cohn (Editors)

This practical guide will empower even the busiest faculty members to create culturally inclusive courses and learning environments. In a collection of more than 50 vignettes, exceptional teachers from a wide range of academic disciplines—health sciences, humanities, sciences, and social sciences—describe how they actively incorporate diversity into their teaching. Different strategies discussed include a role-model approach, creating a safe space in the classroom, and the cultural competency model. Written for teaching faculty in all disciplines of higher education, this book offers practical guidance on culturally inclusive course design, syllabus construction, textbook selection, and assessment strategies. In addition, examples of diversity initiatives are detailed at six institutions: Duquesne University, Emerson College, St. Louis Community College, University of Connecticut, University of Maryland University College, and University of North Carolina–Chapel Hill. This book also contains an overview of the following areas:

- Diversity as an integral component of college curricula
- Structuring diversity-accessible courses
- Practices that facilitate diversity across the curriculum
- Diversity and disciplinary practices

To register for the reading group, please contact Lora Butcher at lora.butcher@notes.udayton.edu or call 229.3309.



**Wednesdays
3:00 - 4:30 PM
LTC TeamSpace**

**September 17
October 8 and 22
November 5 and 19**



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



Printed on 30% post
consumer recycled paper.