

Fall 8-1-2011

LTC Newsletter

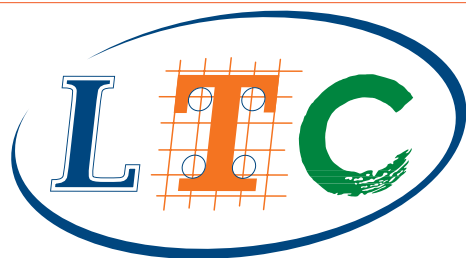
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Ryan C. Harris

LEARNING TEACHING CENTER

FALL
2011

NEWSLETTER

Full Speed Ahead with the COMMON ACADEMIC PROGRAM

The Fall 2011 semester is shaping up with many faculty development activities and an exciting array of CAP pilot courses. The Common Academic Program committees were seated in the spring and began planning for the 2011-12 academic year. Members of the Common Academic Program Curriculum Committee (CAPC) have begun working on the procedures and components for approving CAP courses. The Common Academic Program Leadership Committee (CAPL) is prepared to review CAP grant proposals and to serve the university in a variety of ways to support CAP.

CAP courses and programs are guided by three developmental levels. Introductory courses will be taken by all first and second year students. These courses will introduce the seven student learning outcomes identified in the Habits of Inquiry and Reflection: scholarship, faith traditions, diversity, community, practical wisdom, critical evaluation of our times, and vocation. Crossing Boundary courses are intended to build upon the introductory courses. Three hours each of the four Crossing Boundaries courses of faith traditions, practical ethical action, inquiry, and integrative courses will be completed by all students. Advanced courses include requirements in religious studies, philosophy, history, diversity and social justice, and the major capstone.

Required introductory courses for all UD students entering in 2013 are specifically described in the CAP Senate document (2010). These requirements include: 12 total credit hours in first-year humanities, 3 hours in second-year writing, 3 hours in oral communication, 3 hours in mathematics, 3 hours in social sciences, 3 hours in the arts,

and 3 hours in natural sciences. Departments in the College of Arts and Sciences are creating and piloting courses.

Twenty eight courses have been approved to be piloted for the first year Humanities Commons.

English, Philosophy, Religious Studies, and History are first among many departments to create new CAP courses. These courses are a result of the creativity of many faculty who are stepping forward to breathe life into the program. A variety of courses include integrated topics such as "Religion and Science Traditions," "Introduction to Philosophy: Constructing Communities," "Writing Seminar 2: Reading, Research, and Writing Latino/a Experiences," and "West and the World: Global Past and Future."

Other CAP spring and summer faculty development experiences were shared by teams from Humanities Commons, Music, Social Sciences and Natural Sciences. In May and August the Humanities Commons faculty participated in intensive course development workshops. Faculty in the Music Department included a CAP component in their summer retreat. Social Sciences



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LTC AT-A-GLANCE

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Common Academic Program (CAP)

CROSSING BOUNDARIES REQUEST FOR PROPOSALS

A Competitive Grant Process Utilizing LTC Innovation Grant Funds, Proposal Due Date: October 15, 2011.

During the 2011 – 2012 academic year, a limited number of Crossing Boundaries Pilots grants will be offered by the Office of the Provost with the CAP Leadership Team overseeing this process. Successful grant applicants will be awarded \$2,500 per person for the development and implementation of a Crossing Boundaries pilot course. For information on the grant application go to <http://community.udayton.edu/provost/aali/cap/grants.php>.

Grant applicants are required to attend a minimum of 2 of the 5 sessions of the CAP Faculty Institute scheduled for May 2–5 or August 8–11. One Crossing Boundaries session scheduled for September 13th or 14th may be substituted for one CAP Faculty Institute session. The CAP Faculty Institute sessions in January, 2011 or the CAP Humanities Commons session on May 11, 2011 also count for this requirement. These sessions are geared to provide a foundation for the creation of CAP Crossing Boundaries courses. To register for the sessions contact Lora Butcher at Lora.Butcher@notes.udayton.edu or call 229.3309.

This is the first of three RFPs encouraging innovation related to the Crossing Boundaries courses. RFPs will also be launched in spring 2012 (CB2) and fall 2013 (CB3). Faculty development sessions will be offered prior to each of the grant proposal periods. ■

RFP #	CB1	CB2	CB3
RFP ANNOUNCED	Apr. 29, 2011	Dec. 1, 2012	Apr. 30, 2012
DUE DATE	Oct. 15, 2011	Mar. 15, 2012	Oct. 15, 2012
AWARD DATE	Nov. 15, 2011	Apr. 15, 2012	Nov. 15, 2012
COMPOSITE DEADLINE	Jan. 2012	Sep. 2012	Jan. 2013
PILOT COURSE TO BE TAUGHT	Fall 2012 or Spring 2013	Spring 2013 or Fall 2013	Fall 2013 or Spring 2014

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chairpersons, along with the Assistant Provost for CAP attended the Association of American Colleges and Universities Engaging Departments Institute. A group of Natural Sciences faculty participated in Science Education for New Civic Engagements and Responsibilities (SENCER Institute). Faculty from the Social Justice LLC worked intensively for a week in May to build courses that align with the CAP requirements.

The LTC has designated CAP Crossing Boundaries as a major focus for the 2011-12 academic year. Crossing Boundaries faculty development sessions were well attended in May and August and will be offered repeatedly this year. The Office of the Provost is encouraging all faculty to consider creating CAP courses. A competitive grant process, which was announced in Spring, 2011, is intended to support the creation of Crossing Boundaries courses. The deadline for proposal submissions is October 15th. Grant awards of \$2,500 per

faculty member will be awarded for implementation in Fall 2012. The Common Academic Program Leadership Team (CAPL) will begin reviewing grant proposals for the Crossing Boundaries RFP in October. Two additional Requests for Proposals will be offered in Spring and Fall 2012 for faculty who are interested in developing Crossing Boundaries courses.

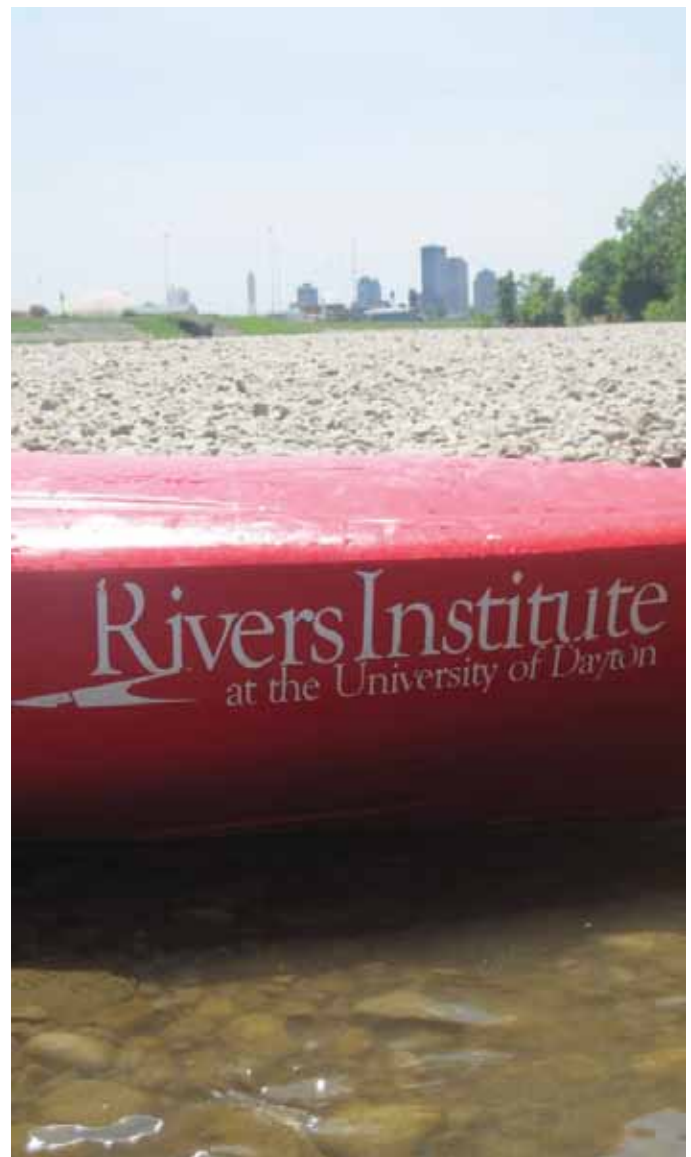
The first CAP courses will be offered in Fall 2013. However, there will be a transition period that will maintain offerings from the retiring general education system, while introducing the new CAP courses. The first University of Dayton students who will complete the entire CAP will graduate in Spring 2017. Those graduates will leave UD carrying with them the knowledge, skills, and values that are described in the Common Academic Program as exemplifying what it means to be a UD graduate. ■

RIVERS INSTITUTE AND RIVER LEADERSHIP CURRICULUM

The Rivers Institute is an interdisciplinary cooperative project that involves University of Dayton students, staff, faculty, and community partner organizations focused on the Great Miami River Watershed and its connections to the Dayton area. Central to the Institute are the River Stewards, undergraduate students from across the curriculum dedicated to the mission of the Institute through education and outreach to the University and greater Dayton communities. With a vision of reuniting Dayton and its rivers, these students are actively engaged in the community during their three years in the program and assume a wide range of leadership responsibilities.

The students participate in a weekly mini-course designed to educate them about the watershed and water issues and to foster cooperative, interdisciplinary discussions and actions. However, with a 17-mile kayak trip during their orientation, the river is truly their classroom. Students form lasting relationships with community partners, meet with leaders in the community, lead educational outreach programs, and spend most of their time learning hands-on. River Stewards serve on local policy boards, plan events on campus, and are actively involved in the overall direction of the Rivers Institute.

Currently, 45 River Stewards represent over 25 different majors and all academic units on campus. The Institute has also developed undergraduate courses to engage other students on campus. River Leadership (ASI 345) offers students the opportunity to learn about Dayton's water resources and leadership in the community. The three credit class follows the model of the Stewards program by examining all aspects of the river and challenging students' perceptions of Dayton by going beyond the classroom and exploring what our area has to offer. In the first semester alone, the students connected with literally dozens of community partners and went on a number of field trips. ■



FACULTY AWARDS IN SCHOLARSHIP AND TEACHING

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>). Recipients of the awards receive \$3,000 and will be invited to make public presentations at appropriate ceremonies and forums.

2011 FACULTY AWARD IN SCHOLARSHIP

DR. MICHAEL GORMAN

Dr. Michael Gorman is a prolific scholar whose recent accomplishments are truly outstanding. Since he received tenure in 2006, his work includes twenty-two referenced articles in journals that are considered by the operations management and research discipline to be among its very best, invited lectures at prestigious universities, twenty educational programs for corporations, six publications for practitioner audiences, and significant service to the discipline through editorial assignments and holding elected offices.

Dr. Gorman possesses the rare ability to solve difficult practical problems, to understand how the solution of the problem fits the business context, and to appreciate the scholarly nature of his work in the context of economic theory which results in publication in top academic journals. While Dr. Gorman has extensive expertise in transportation and the rail industry stemming from his decade of work with the Burlington Northern Santa Fe Railroad, he also has conducted research consulting in the last five years for such diverse organizations as Standard Register, the City of Trotwood, Little Caesars Enterprises, NewPage Corporation, and Vectren Energy. Two other projects with the Hub Group and General Electric Consumer Products were selected as finalists for INFORMS' Wagner Award. In addition, a project with CSX

Railway which resulted in almost \$2 billion in benefits and the Hub Group project were selected as finalists and semifinalists, respectively, for INFORMS' Edelman Award.

The quality of Dr. Gorman's work



enhances his classroom environment and the academic reputation of the University of Dayton. His accomplishments have earned him the J. Robert Berry Endowed Fellowship appointment at the University of Dayton's School of Business Administration from 2009-2011, and the INFORMS Award for the teaching of OR/MS Practice in 2010.

Dr. Gorman earned a Bachelor of Science in Computer Science and Economics from Xavier University, a Master of Arts in Economics and a Ph.D. in Business and Economics from Indiana University. He currently serves as Deputy Editor of Interfaces and Management Insights Editor of Management Science, widely held as the premier journal in his field.

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2011 FACULTY AWARD IN TEACHING

DR. SAID ELHAMRI

Dr. Said Elhamri is an outstanding professor. He was awarded the College of Arts and Sciences Outstanding Scholarship award in 2007 and the College of Arts and Sciences Outstanding Teaching award in 2009. This year he was awarded the Panhellenic Council's Teacher of the Year Award. His strength in teaching is demonstrated in his unique ability to set a high bar for his students, and to then inspire them to rise to the challenge successfully. Student feedback is truly impressive as it indicates he has a lasting impact on his students whom he both motivates and inspires.

The following four quotes are typical examples from the Physics Department's evaluation form:

- *"Said is the greatest professor I have ever had in college. He pushed me very hard throughout the semester, but in the end I know that all he wanted was for me to learn & pass his class. He was always available outside class...in the end taught me more than I've learned freshman & sophomore year combined."*
- *"If every UD teacher was like Said, Dayton would be the top School in the nation."*
- *"Honestly- I have the worst grade in this class, the worst I have ever had in my life, but Said is the best professor I've had so far at UD. He is hard, but I've learned a lot about*

physics and my study habits in general."

- *"He was tough but it made us better students"*



A former student wrote: *"I owe much of my re-emergence and involvement in the academic sphere to you. You inspired me as an undergrad, and helped me continue my passion for learning now as a Masters Student. Thank you."*

He has been invited by his former students numerous times to faculty dinner events for discussions that cover many topics including teaching, science, culture, religion and politics.

Dr. Elhamri's dedication to teaching and learning is exemplified in his participation in many programs aimed to improve teaching and learning throughout the educational spectrum. These include programs to improve the quality of science content knowledge of Dayton area public school teachers, the LLCs, the Integrated Natural Sciences Sequence, the Review Leader Program, the BEST program, the Minority STEM Summer Bridge Program, and Teaching Fellows. One of the faculty members who sat through many of Said's lectures commented: *"If my son, who is a sophomore in high school, attends the Univer-*

sity of Dayton, I would like him to experience Dr. Said Elhamri's class. What higher compliment can one give?"

One parent wrote: *"We feel truly blessed to have faculty of your stature look over [our daughter] here. The UD tradition is borne out of people in your position. I hope to one day meet you. If I am not fortunate enough to do such I want you to know you do make a significant difference. God Bless."*

Another parent wrote: *"[my daughter] She came home and not only studied, but talked about Physics and what she had heard that day. I was shocked and impressed."*

Dr Said Elhamri is truly a master teacher. ■

The 2011 Faculty Awards Committee, appointed by the Provost, consisted of Co-Chairs Rex Berney (Physics) and Guru Subramanyam (Electrical and Computer Engineering), and committee members Messay Kebede (Philosophy), William Lewis (Management and Marketing), Charles Russo (Educational Leadership), Joyce Dean (Alumni Relations), Mike Krieger (University Libraries), Teresa Finnegan (student), and Matthew Puccetti (student).

THE LTC FACULTY AND LEADERSHIP DEVELOPMENT LIBRARY

is a collection of books covering a wide variety of professional and leadership development topics. You can find these books on the shelves located across from the Blend. Most of our books can be borrowed by checking them out from the circulation desk on the first floor of Roesch Library. You can also find the books by searching the Roesch Library Catalog.

This is a list of the most recent additions to the Faculty Development Library.

From Brain to Mind: Using Neuroscience to Guide Change in Education, *James E. Zull*

Getting Culture: Incorporating Diversity Across the Curriculum, *Regan A. Gurung and Loreto R. Prieto*

The New Digital Shoreline: How Web 2.0 and Millennials are Revolutionizing Higher Education, *Roger McHaney*

Outcomes-Based Academic and Co-Curricular Program Review, *Marilee J. Brescian*

The Prudent Professor: Planning and Saving for a

Worry-Free Retirement from Academe, *Edwin M. Bridges*

Teaching Your First Class, *Carolyn Lieberg*

Women at the Top: What Women University and College Presidents say about Effective Leadership, *Mimi Wolverton, Beverly L. Bower, and Adrienne E. Hyle*

Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose and Faith, *Sharon D. Parks*

Binge: What Your College Student Won't Tell You, *Barrett Seaman*

Creativity: Flow and the Psychology of Discovery and Invention, *Mihaly Csikszentmihalyi*

Millennials Go to College, *Neil Howe and William Strauss*

Teaching for Quality Learning at University, 2nd edition, *John Biggs*

Theory U: Leading from the Future as it Emerges, *C. Otto Scharmer*

Asking Questions: The Definitive Guide to Questionnaire Design – For Market Research, Political Polls, and Social and Health Questionnaires, *Norman Bradburn, Seymour*

Sudman, and Brian Wansink

Assessing Academic Programs in Higher Education, *Mary J. Allen*

Education and Identity, 2nd edition, *Arthur W. Chickering and Linda Reisser*

Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning, *Mary E. Huba and Jann E. Freed*

Answering the Call: African American Women in Higher Education Leadership, *Beverly Bower and Mimi Wolverton*

Inspired College Teaching: A Career-Long Resource for Professional Growth, *Maryellen Weimer*

The Female Vision: Women's Real Power at Work, *Sally Helgesen, Julie Johnson*

Discussion as a Way of Teaching, 2nd ed.: Tools and Techniques for Democratic Classrooms, *Stephen D. Brookfield and Stephen Preskill*

Helping Students Learn in a Learner-Centered Environment, *Terry Doyle*

Earth in Mind: On Education, Environment, and the Human Prospect, *David W. Orr* ■

SOCHE Teaching and Learning Conference

HIGH IMPACT LEARNING IN A TIME OF CHANGE

October 27 and 28, 2011
Dayton Convention Center

The call for higher education to increase the educational attainment of our nation rings loudly in the 21st century. In the face of mounting economic and political pressures and increased demands, colleges and universities must evolve quickly to maintain outstanding and affordable learning environments, in which students become more

engaged and prepared for the future. In thinking about the progress of the past and the possibilities of the future, this conference seeks to bring together academics and administrators from community colleges, public universities, and private colleges and universities to explore a sense of unity of purpose as they strive toward high impact practices, improved student success, and effective learning and teaching practices.



The conference theme is based on the AAC&U report, High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter by George Kuh (2008), who will kick off the conference with a keynote.

The conference planning committee seeks proposals that offer the best contemporary thinking about teaching and learning from a diverse range of faculty, administrators, and other educators. The deadline



for submitting a proposal is August 26, with details of the process located at <http://bit.ly/juabkZ>.

Details of the conference, including a draft program can be found at <http://www.soche.org/conferences/ohio-teaching-and-learning-conference>.

To register, please contact Lora Butcher at Lora.Butcher@notes.udayton.edu or call 229.3309. ■

NEW: INSIDE THE STUDIO

Inspired by James Lipton's television program "Inside the Actor's Studio," the LTC is offering a new, innovative, peer-based development program this fall designed to help faculty improve their teaching and increase their understanding of subject matter taught in different classes across the curriculum. Inside the Studio will enable faculty to watch their peers teach a demonstration class on a topic of general academic interest drawn from their areas of research. Faculty attending each session will watch their peers "in action," observing and experiencing a range of pedagogies from a student's point of view. At the end of each demonstration class, time will be set aside for those attending to ask questions about the presenting faculty member's teaching strategy and discuss its impact on learning or to discuss the topic the presenting faculty member addressed during class and its possible connection to the courses they teach at UD. Given the Common Academic Program's emphasis on "integration" among disciplines, attending these sessions may help faculty envision new ways they can collaborate with colleagues across the curriculum to develop and deliver integrative courses.

Demonstration classes will be held in the LTC Studio which can accommodate up to twenty-four participants.

Faculty may wish to participate in this program because they are interested in observing the featured instructor teach, learn more about the instructor's pedagogy, better understand the topic the instructor will address, and/or develop ideas for CAP-related courses. Following each session, time will be set aside for faculty to discuss the topic the presenting faculty member addressed, the presenting faculty member's teaching techniques, or how faculty might use what they observed and experienced in their own classes. The LTC and Faculty Development Committee will host three Inside the Studio sessions a term, and all sessions will be videotaped and made available on the LTC website.

A schedule of demonstration classes, including dates and times, will be available shortly on the LTC website and emailed to all UD faculty and staff.



READING GROUP

The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning

Facilitated by Elizabeth Harrison
(LTC, Office of Student Learning Services)

You are invited to participate in a discussion around an important book written by James Zull, called *The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning*. James Zull is Professor of Biology and of Biochemistry, and Director of The University Center for Innovation in Teaching and Education (UCITE) at Case Western Reserve University.

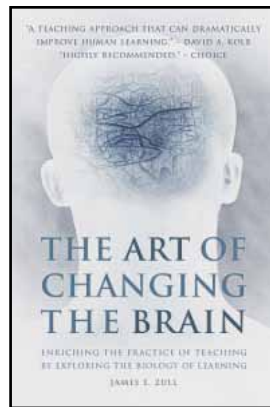
With his knack for making science intelligible for the layman, and his ability to illuminate scientific concepts through analogy and reference to personal experience, James Zull offers the reader an engrossing and coherent introduction to what neuroscience can tell us about learning, and its implications for educators.

Neuroscience tells us that the products of the mind – thought, emotions, artistic creation – are the result of the interactions of the biological brain with our senses and the physical world: in short, that thinking and learning are the products of a biological process.

This realization, that learning actually alters the brain by changing the number and strength of synapses, offers a powerful foundation for re-thinking teaching practice and

one's philosophy of teaching.

James Zull invites teachers in higher education to accompany him in his exploration of what scientists can tell us about the brain and to discover how this knowledge can influence the practice of teaching. He describes the brain in clear non-technical language



and an engaging conversational tone, highlighting its functions and parts and how they interact, and always relating them to the real world of the classroom and his own evolution as a teacher.

The Art of Changing the Brain is grounded in the

practicalities and challenges of creating effective opportunities for deep and lasting learning, and of dealing with students as unique learners.

A copy of the book (hardcopy or electronic) is provided to members of the reading group, courtesy of the Ryan C. Harris Learning Teaching Center, Office of Faculty and Leadership Development and the Office of the Provost.

Author details and book descriptions based on publisher web site.

DISCUSSION DATES

THURSDAYS, 10-11 AM
LTC Forum

Sep. 15	Oct. 13	Nov. 10
Sep. 29	Oct. 27	Nov. 17

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

HOW TO IMPROVE YOUR COURSES WITH STUDENT FEEDBACK:

Sign Up for the Midterm Instructional Diagnosis

Need some insight into your students' thoughts about your class 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 MID provides the feedback to instructors on what is working in a class and what needs to improve. Students have praised the process because it communicates faculty interest in their learning. The process is voluntary, confidential and formative. The deadline to submit a MID request for the fall semester is Friday, September 16.

We also invite faculty who have had MID's performed in their own classes to step forward to help facilitate MID's for other faculty. We have a simple set of instructions that explains the entire process. The bottom line is that facilitating the MID is as powerful a learning experience as having the MID for your own course. It is not a large time commitment, but offers a powerful opportunity to improve your own teaching vicariously through hearing students talk about learning. Let us know if you would like to join the list of MID facilitators.

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 a request form can be found at: <http://LTC.udayton.edu>.

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 and professional development, and enhance the quality of work life. 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.

WRITING PRODUCTIVELY

HOSTED BY Heather MacLachlan (Music)

Recent statistics indicate that 27% of US scholars have never published a peer-reviewed article and 62% have never published a book. Many of us struggle to write productively and worry about publishing enough of our writing to earn tenure and promotion. This session will: 1) present solutions for common challenges; 2) introduce participants to helpful sources in the LTC; and 3) engage participants in the exercises used by the Flying Writers (the University of Dayton's Humanities Faculty Writing Group).

DATE Tuesday, September 13

TIME 12:00-1:15 PM

LOCATION LTC Forum, Lunch

INTERNATIONAL AND INTERCULTURAL CITIZENSHIP AND ENGAGEMENT

HOSTED BY Joseph Saliba (Provost)

The University of Dayton's strategic plan calls for International and Intercultural Citizenship and Engagement. A key feature of UD's approach to internationalization is through the curriculum. During this session, Dr. Joe Saliba, Provost, will discuss new initiatives which foster this goal, along with other strategic international priorities for the University.

DATE Friday, September 16

TIME 12:00-1:15 PM

LOCATION KU West Ballroom, Lunch

CREATING SUCCESSFUL PARTNERSHIPS THROUGH SERVICE LEARNING

HOSTED BY Bro. Victor Forlani (Management & Marketing), Irene Dickey (Management & Marketing)

Service learning is a form of experiential education characterized by student participation in an organized service activity that is connected to specific learning outcomes while meeting identified

community needs and providing structured time for student reflection and connection of the service experience to learning. In this session, Bro. Victor Forlani and Irene Dickey describe and discuss the methods used for the collection of many worthy requests and how they are incorporated into course curriculum semester after semester. A framework for accomplishing this and delivering viable work to these organizations will include: the detailing of criteria for determining what can be done, processes for meeting with clients, planning the project, determining the deliverables, and assessing effectiveness.

DATE Wednesday, October 5

TIME 12:00-1:15 PM

LOCATION LTC Forum, Lunch

FACULTY GLOBAL AND INTERCULTURAL STUDY TRAVEL PROGRAM: PART 1

HOSTED BY Tricia Barger (Center for International Programs) and cohort 1 faculty

Participants in the pilot year of the Faculty Global and Intercultural Study Travel Program will discuss the projects they developed as part of their year-long study of China and internationalization of the University of Dayton. Projects ranged from revising courses, developing the University's international partnerships, and exploring international opportunities for students. The Faculty Global and Intercultural Study-Travel Program serves as a key element for supporting academic units' strategic plans for internationalization. The program is an educational and scholarly initiative that seeks to broaden the pedagogical and scholarly horizons of faculty members, providing them with concrete site-specific resources and relationships that can motivate and shape revision of the courses they teach, as well as inform additional international collaborations.

DATE Tuesday, October 18

TIME 12:00-1:15 PM

LOCATION LTC Forum, Lunch

DESCH BOMBE PROJECT

HOSTED BY Jack O'Gorman (Roesch Library) and Senia Smoot (student, Mechanical Engineering)

When the University of Dayton acquired the NCR land at Stewart and Patterson, it also acquired a piece of history. NCR's old Building 26 was the site of technologically and socially important work. The Innovation Center in the School of Engineering partnered with Dayton History/Carillon Park to develop an exhibit about the Desch Bombe. The Desch Bombe is an electro-mechanical computational device which was developed in Dayton, and used by the U.S. Navy to crack German codes during World War II. The project included visits to The National Archives and Records Administration and the National Security Agency (NSA) Museum in Ft. Meade, Maryland. Three student groups worked on gathering the documentation, developing a prototype, and creating a museum quality display. This session will discuss the background of the project, the work of the students, and the Dayton History/ Carillon Park display.

DATE Tuesday, October 25

TIME 12:00-1:15 PM

LOCATION LTC Forum, Lunch

FACULTY VOICE IN UNIVERSITY GOVERNANCE: SILENT OR SILENCED, CONSULTED OR IGNORED?

HOSTED BY Paul Benson (Dean, Arts & Sciences), Patrick Donnelly (Associate Provost), Arthur Jipson (Criminal Justice Studies), and Andrea Seielstad (School of Law)

In November 2010 the Faculty Board and the Executive Committee of the Academic Senate held a luncheon discussion on the faculty voice in university governance. The session was lively and informative. Participants suggested that the conversation be continued. As the University of Dayton continues to grow and change, faculty can and should make their voices heard. This session will continue to explore how and why faculty can do that in the often long, sometimes confusing, and always complex on-going discussions about shaping the future of the University of Dayton.

DATE Monday, October 31

TIME 12:00-1:15 PM

LOCATION LTC Forum, Lunch

FACULTY GLOBAL AND INTERCULTURAL STUDY TRAVEL PROGRAM: PART 2

HOSTED BY Tricia Barger (Center for International Programs) and cohort 1 faculty

Participants in the pilot year of the Faculty Study Travel Program will share their experiences in the program. They will discuss the impact of the program, including sessions on campus and in China, on their professional and personal development, and their relationships with other faculty at UD, as well as their understanding of their roles in the internationalization of the university. The Faculty Global and Intercultural Study-Travel Program serves as a key element for supporting academic units' strategic plans for internationalization. The program is an educational and scholarly initiative that seeks to broaden the pedagogical and scholarly horizons of faculty members, providing them with concrete site-specific resources and relationships that can motivate and shape revision of the courses they teach, as well as inform additional international collaborations.

DATE Wednesday, November 9

TIME 12:00-1:15 PM

LOCATION LTC Forum, Lunch

CALL FOR PROPOSALS

The deadline to submit a FES proposal for Spring 2012 is **Friday, October 21, 2011.**

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>

The Faculty Development Committee consists of Janet Bednarek (History), Deb Bickford (Office of Provost/LTC/SBA), Rebecca Cochran (School of Law), Chuck Edmonson (Engineering Technology), Hector Escobar (Roesch Library), Elizabeth Harrison (Student Learning Services), Janet Herrelko (Teacher Education), Sawyer Hunley (Office of the Provost/LTC/SOEAP), Christian Kiewitz (Management and Marketing), Jason Pierce (Political Science), Jayne Robinson (Biology), Molly Schaller (Counselor Education & Human Services/LTC Fellow), Steve Wilhoit (LTC/English), David Wright (UDit/LTC/Biology), and Lora Butcher (LTC).

CAP FACULTY DEVELOPMENT WORKSHOPS

CROSSING BOUNDARIES: INTRODUCTION

*Hosted by: Sawyer Hunley (Assistant Provost for CAP)
and Beth Harrison (Director, Student Learning Services)*

One of the unique components of CAP is Crossing Boundaries. The Crossing Boundaries component includes four courses intended to challenge students and faculty to link aspects of their own lives, majors, and careers to a broader world within and beyond academia.

- Faith Traditions course development
- Practical Ethical Action course development
- Inquiry course development
- Integrative course development

Gain an understanding of the Crossing Boundaries component, and generate ideas for creating new courses.

TUESDAY, SEPTEMBER 13
OR
WEDNESDAY, SEPTEMBER 14
9 AM – 12 PM
LTC TEAMSPACE
BOX LUNCH PROVIDED

CROSSING BOUNDARIES: GRANT PREPARATION

*Hosted by: Sawyer Hunley (Assistant Provost for CAP)
and Beth Harrison (Director, Student Learning Services)*

These sessions are intended to provide participants with opportunities to actively work on grant proposals. The workshop is informal and is intended to provide assistance and feedback to grant developers.

WEDNESDAY, SEPTEMBER 21, LTC FORUM

THURSDAY, SEPTEMBER 22, LTC FORUM

MONDAY, SEPTEMBER 26, LTC TEAM SPACE

TUESDAY SEPTEMBER 27, LTC FORUM

MONDAY, OCTOBER 10, LTC FORUM

TUESDAY, OCTOBER 11, LTC FORUM

11 AM – 12 PM

*To register, please contact Lora Butcher at
lora.butcher@notes.udayton.edu or call 229.3309.*



PART-TIME FACULTY WORKSHOP

This semester's Part-Time Faculty Workshop, sponsored by the Faculty Development Committee, will be held on the morning of **Saturday, October 1, 2011**. It begins at 8:30 a.m. with a breakfast brunch and the morning sessions beginning at 9:45 a.m. in the Ryan C. Harris Learning Teaching Center. Details of the sessions are still being finalized, but an introduction and update to the Common Academic Program (CAP) will be offered. A letter of invitation and program will be distributed in September.

For more information, please contact Lora Butcher, Faculty Development Coordinator, at lora.butcher@notes.udayton.edu or 229.3309. ■

Google Apps to Replace Lotus Notes

By Thomas Skill (Associate Provost & Chief Information Officer), Karen Bull (Director, IT Administrative Services) and David Wright (Director, Curriculum Innovation and E-Learning)

Over the last few years, many faculty, staff and students have expressed a desire for the University to consider other email and calendaring solutions because of storage limitations and compatibility issues with our current system. Based on those recommendations, Udit consulted with many academic, administrative and technical leaders on campus to explore our options for a new email and calendaring system that would sustain us for many years to come.

Google Apps emerged as the most viable and attractive option for the University given its multiple platform compatibility (including Macs), the “always available” disaster-resistant system design, the huge individual mail storage capacity (currently 25 gigabytes versus just 200 Mb for students and 250 Mb for faculty and staff), and its excellent integration with mobile devices such as smart phones and tablets. Ultimately, this strategy will also allow us to provide graduates with a UD email for life. The number of universities and institutions that have moved to Google Apps is now in the thousands.

As the University of Dayton extends its global reach, Google Apps will become an even more valuable resource because it has positioned its data centers and related resources strategically around the world. Google's “cloud-based” technologies extend far beyond just email and calendars. This move will position us well for collaboration, learning and research anywhere and anytime.

Our current plans are to begin the phased migration from Lotus Notes to Google Apps during mid-to-late Fall 2011. The decision of when the final switch-over occurs is driven by the readiness of all our campus units in terms of training, support and related resources. This is a pretty massive undertaking and we fully

appreciate the challenges it will present to users.

Google Apps encompasses a number of services, including email, calendar, chat, docs, sites, etc. We will initially focus on launching the services that most of us currently associate with Lotus Notes: email, calendar, chat, and contacts (address book).



We will continue to license and support Lotus Quickplace for the immediate future. We do not intend to change this system until such time as we can effectively and painlessly migrate Quickplace sites to an equal or better option. We understand how important this tool is to many users at UD.

UD's implementation of Google Apps is Google's “business class” application which is a more robust version of the “free” consumer Google suite. For example, your email address will not say “Gmail” or “Google” – it will be branded under our udayton.edu domain. Udit will be creating your UD Google accounts automatically at the appropriate time, so you do not need to create your own account.

We realize that we have a great deal of work to complete before this move can be implemented. Most importantly, we recognize that we will need to roll out substantial training and support resources so that our campus community can successfully use these new and powerful tools from Google. More information about the move will be forthcoming as we draw closer to the actual migration.

If you have questions, please feel free to contact us. We would be very happy to help. You can send your questions to Karen.Bull@notes.udayton.edu. ■

E-LEARNING SESSION DESCRIPTIONS

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. Noon time sessions will provide lunch and beverages, while other times will provide snacks and beverages. ■

ISIDORE 101 – A HANDS-ON WORKSHOP

Facilitated by Leah Bergman/Jerry Timbrook/Ryan Allen

This one hour starter session will introduce users to the campus learning management system and cover the basics for getting started. Users that are new to the system are strongly encouraged to complete this session before taking the Isidore 201 session.

ISIDORE 201 – A HANDS-ON WORKSHOP

Facilitated by Leah Bergman/Jerry Timbrook/Ryan Allen

Once you've learned the basics through the Isidore 101 training session you'll want to move onto this class to learn how to make use of some of the more useful tools in the system - including the Assignments Drop box, online Gradebook, and Discussion Forums tools.

TEACHING VIRTUALLY WITH ELLUMINATE

Facilitated by Jerry Timbrook

Elluminate is a synchronous online learning and collaboration tool. Students join a virtual classroom, interact, following PowerPoints, annotate a whiteboard, poll the class, and chat through computer audio. Could this work for your class? Come and find out.



SPOTTING AND PREVENTING PLAGIARISM

Facilitated by Leah Bergman

How and why are your students plagiarizing 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 how to use 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. TurnItIn can now also be easily used within the Isidore Assignments tool. We'll show you how it works.

BOOSTING STUDENT ENGAGEMENT WITH CLICKERS

Facilitated by Ryan Allen

Are you tired of waiting until exam day to see how much your students are learning? 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. Come try them out for yourself and hear who's already using them on campus.



E-LEARNING UPDATE & IDEA EXCHANGE

Facilitated by Leah Bergman/Jerry Timbrook/Ryan Allen

What is the E-Learning up to and how do we decide what to work on? What updates can I expect to be in the next Isidore release? The E-Learning Lab will use these meetings to come together with faculty, discuss future plans, and find out where improvements can be made. It's important that faculty (and through them, their students) are involved in the future planning process.

GRADING WITH ELECTRONIC RUBRICS IN ISIDORE

Facilitated by Ryan Allen & Jerry Timbrook

The E-Learning Lab has recently added a new feature to the Isidore 'Assignments' tool that allows instructors to grade assignments with customized electronic rubrics. The E-Learning Lab will work with you to translate your rubric into a web-enabled form for quick score and comment entry. The session will demonstrate the use of this feature and discuss how faculty can begin using it in their classes.

ADDING AUDIO & VIDEO TO YOUR ONLINE COURSE

Facilitated by Leah Bergman/Jerry Timbrook/Ryan Allen

Are you looking to add some personality to your online course? Do you want to engage your students with different types of multimedia? If you want to learn how you can enhance your course with audio and video, come to this session and learn some creative ways to use podcasts and videos inside of various Isidore tools.

E-LEARNING SESSION SCHEDULE

SEPTEMBER

Tuesday, September 6	12-1 PM, LTC Forum	Isidore 101 - Getting Started with Isidore
Wednesday, September 7	12-1:30 PM, LTC Forum	Isidore 201 - Advanced Uses and Tools
Friday, September 9	12-1 PM, LTC Forum	Boosting Student Engagement with Clickers
Tuesday, September 13	3-4:30 PM, LTC Forum	Teaching Virtually with Elluminate
Thursday, September 22	12-1 PM, LTC TeamSpace	Grading with Electronic Rubrics in Isidore
Monday, September 26	12-1 PM, LTC Forum	Adding Audio & Video to your Online Course
Friday, September 30	12-1:30 PM, LTC TeamSpace	E-Learning Update and Idea Exchange

OCTOBER

Wednesday, October 12	3-4 PM, Forum	Isidore 101 - Getting Started with Isidore
Friday, October 14	12-1:30 PM, TeamSpace	Isidore 201 - Advanced Uses and Tools
Tuesday, October 25	3-4 PM, Forum	Boosting Student Engagement with Clickers
Friday, October 28	12-1:30 PM, TeamSpace	Teaching Virtually with Elluminate

NOVEMBER

Wednesday, November 9	3-4 PM, Forum	Grading with Electronic Rubrics in Isidore
Monday, November 14	3-4 PM, Forum	Adding Audio & Video to your Online Course
Thursday, November 17	12-1 PM, TeamSpace	Spotting and Preventing Plagiarism
Wednesday, November 30	3-4:30 PM, Forum	Teaching Virtually with Elluminate

DECEMBER

Thursday, December 1	9:30-11 AM, Forum	E-Learning Update and Idea Exchange
Monday, December 5	12-1 PM, TeamSpace	Boosting Student Engagement with Clickers

To register for these sessions, please contact Lora Butcher at 229.3309 or Lora.Butcher@notes.udayton.edu. Noon time sessions will provide lunch and beverages, while other times will provide snacks and beverages.

E-LEARNING LAB OFFICE HOURS

Need help learning to use a new Isidore tool? Have a question about plagiarism? Interested in trying clickers in your class? Stop In! We can help!

OPEN OFFICE HOURS:

Tuesday, 3-4 PM &
Wednesday, 10-11 AM

ARE YOU OFF CAMPUS?

No problem. Call us at 229-5039.

The E-Learning Lab is located in suite 38 in the Learning Teaching Center.



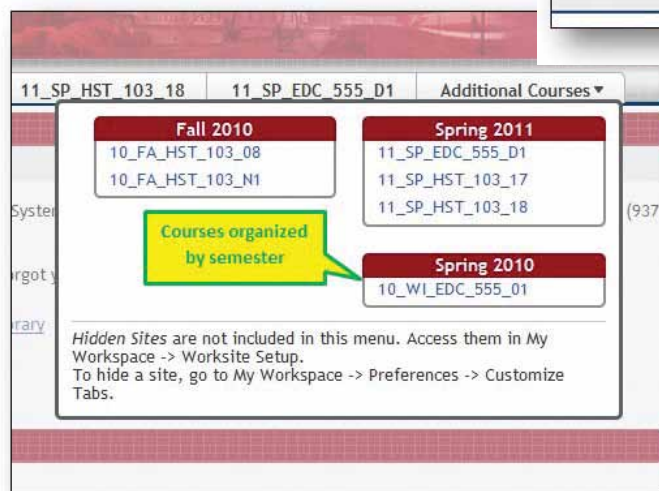
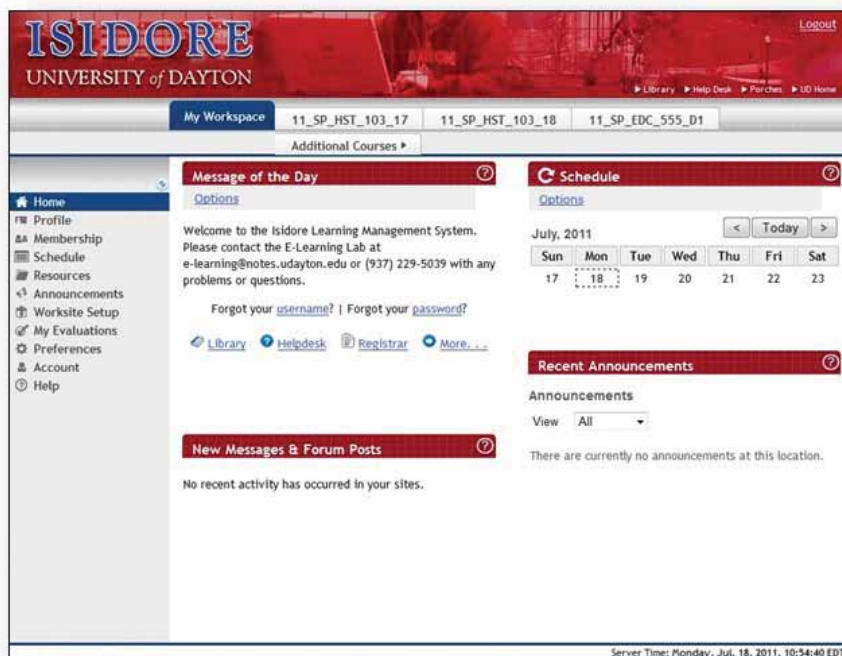
From Left to Right: Jerry Timbrook, Paul Dagnall, Leah Bergman, Matt Mize, Ryan Allen

ISIDORE'S NEW LOOK & FEATURED ENHANCEMENTS

Isidore has seen a lot of growth over the past four months. The E-Learning Lab has been hard at work implementing changes that faculty and students have requested. It's important that the system continues to grow and the features better fit the needs of the campus users.

UPDATED LOOK

The E-Learning Lab contracted the help of a Visual Communication design student during the spring 2011 semester to create a clean and fresh interface for Isidore. The new look was unveiled in the middle of May and has been well-received.

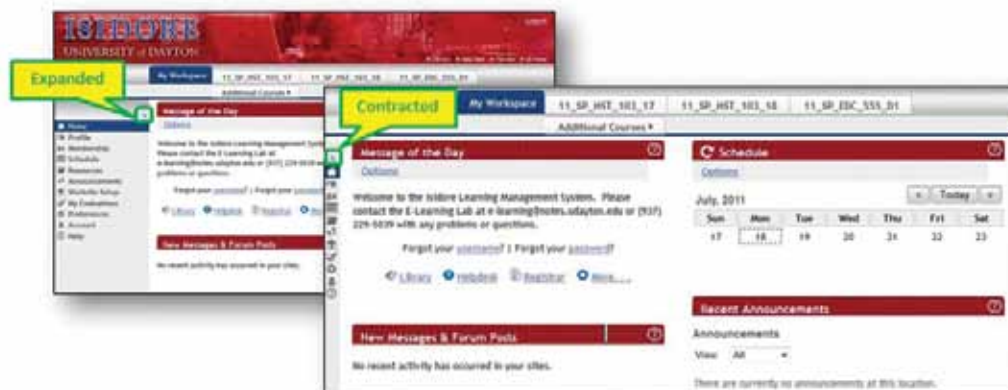


IMPROVED 'ADDITIONAL COURSES' MENU

Users will no longer have to look through a clumsy drop-down menu to find courses that didn't fit in the tabs across the screen. Isidore now has an "Additional Courses" tab that expands into a menu of classes that is sorted by term.

MAXIMIZE SCREEN OPTION

Users will find a new button above the 'Home' tool in each site that allows them to maximize the screen space by hiding the left-hand menubar and top banner. One click will hide the menubar and banner and another click will restore them to full view.



UPDATED FORUM TOOL INTERFACE

The updated Forums tool has an improved appearance and is easier to use. In addition the tool has been enhanced with new features, such as a Word Count and a counter next to each forum post that allows users to see how many people have read it. The new Statistics page offers easier navigation when viewing the number of each student's threads posted and threads read.

REPLY PRIVATELY FORUM FEATURE

Faculty asked for a simple way (from within the Forums tool) to reply to a student's post privately. This means that faculty will now see a 'Reply Privately' link above each forum post which allows them to quickly message the person without leaving the tool.

INSTALLATION OF LESSON BUILDER TOOL

The Lesson Builder tool has been installed to offer faculty an easy solution for building learning modules in their sites. The new tool makes it simple for faculty to arrange text, multimedia, and files on a page, as well as link directly to assessments, forum topics, and assignments.

CUSTOMIZED WELCOME SCREEN FOR FACULTY AND STUDENTS

The E-Learning Lab has found a way to share important information with our users. Depending on whether you're an instructor, a student, or a teaching assistant, tips and announcements that are relevant to your role will be displayed on your My Workspace in Isidore.

EDITABLE ELLUMINATE RECORDING NAMES

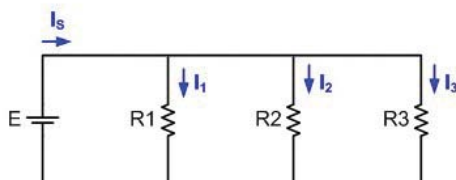
Instructors can now easily give their Elluminate recordings customized names. Naming recordings will make it easier for students and instructors to search and select recordings within the Elluminate/Isidore integration.



The circuit shown has the following component values:

$E = 14.1 \text{ V}$
 $R_1 = 3.8 \text{ k}\Omega$
 $R_2 = 6.9 \text{ k}\Omega$
 $R_3 = 2.8 \text{ k}\Omega$

- a. Determine the current, I_1 , mA
 b. Determine the power dissipated by resistor R_3 . mW



CALCULATED QUESTION ASSESSMENT TYPE

The 'Tests and Quizzes' tool now has a new Calculated Question type that faculty can use to assess their students. It features the ability to define variables within a range. Answer expressions can use standard math operators, trig, and other functions.

A simple example: Jane has $[[x]]$ apples. Kevin eats $[[y]]$. How many does Jane have now? $\{x-y\}$: Where $5 < x < 10$, and $1 < y < 5$. ■

HIGH-IMPACT VIDEO WITH THE MEDIA ARCADE

So what do Donna Cox (Music), Trevor Collier (Economics and Finance), Annette Taylor (Communication), and Irene Dickey (Management and Marketing) have in common? They are all utilizing Udit's Media Arcade, located in the LTC, for a variety of multimedia projects that enable students to develop the multimedia communication skills needed for the 21st Century workplace.

Trevor Collier wanted his students to create more than just the traditional PowerPoint presentation in his Economics class. "I chose to have them create videos in order to make the project more engaging. It allows the students involved in making the video to display greater creativity," explained Collier.

Donna Cox has been assigning her music students, in groups of 4 or 5, a voice and music video narration project. It began as audio-only, but students quickly expanded into the use of video. "I thought that assigning a video project would be a wonderful opportunity for students to demonstrate their understanding of music content," says Cox. "The video project combines several skills and takes a multidisciplinary approach – music, communication, technology, team-building, decision-making and writing."



"Marketing students must learn to create meaningful and relevant messages that resonate with consumers about products and brands. Video is one of the most effective ways to do that," says Irene Dickey, who teaches in the School of Business Administration.

"Everything is going video! Internet and mobile ads are going

video because they are more engaging and interesting." Dickey indicated that when organizations develop messages that are relevant and that resonate with people, video is a critical communication platform.

A recent article in The Chronicle of Higher Education reported that many faculty are assigning video projects nation-wide. In fact, many institutions are now considering adding



CNN interview with Mark Ensalamo (Political Science) using Web conferencing.



Students learn how to create and edit their own audio and video recordings in Donna Cox's (Music) class.

Media Arcade Services

- Videotaping and editing
- Student video projects
- Emerging technology exploration
- Computer and media consultation
- Media duplication and conversion (e.g. VHS to DVD)
- Video streaming
- Film broadcasting for online and traditional classes
- Video and Web conferencing

video-making to a list of core skills required for graduation. Some of the ideas include establishing a digital video course and completing a capstone multimedia project.

“Students need some tips on thinking visually, when such choices are appropriate, and even required in today's news world,” explained Annette Taylor,

who teaches journalism. Taylor used a class period to bring her students to the Media Arcade for a basic video recording and editing session so students could create their own reports.

Colleges and universities across the country are creating centers similar to the Media Arcade, where students can get help crafting their videos. The Media Arcade assists with student

video projects but also helps faculty with such technologies as tablet computers and even Web conference-based interviews and presentations. Faculty can also show films and videos online and stream their videos to their students.

For more information please contact John LeComte at 229.2676 or *John.LeComte@notes.udayton.edu*. ■



Bro. Gary Marcinowski (Visual Arts) discovers the capabilities of tablet computers like the iPad.



Videotaping training sessions for students in John Loomis's (Electrical and Computer Engineering) class.

Use Atomic Learning to Help Students Learn Specific Computer Skills

Atomic Learning is a comprehensive online computer training center to which UD subscribes. It contains an exhaustive list of tutorials to help students, faculty and staff develop basic, intermediate and advanced software application skills.

For faculty that require students to come “prepared” to class with certain IT skills, it is now possible to embed links on course Web sites that point directly to relevant tutorials.

Follow these steps to create links to chosen tutorials:



1. Log in to Atomic Learning via Porches, or at <https://www.atomiclearning.com/highed/login/udayton> with your Novell/LDAP/ Porches log in.

2. Use the drop down filters and

Click “Find Tutorials”

3. Expand the Series Title and Click on a Tutorial Link

4. Click “Generate Direct-Linking HTML” and select the topics you desire

5. Click “Preview Direct-Linking HTML” then “Generate Direct Linking HTML”

6. Copy and paste the HTML code into your Isidore site or Web site.

Want help in creating these links? Contact Mary Jo Barrows, Senior IT Trainer, at 937-229-5676. ■

SLOAN CONSORTIUM WORKSHOPS ON ENHANCING STUDENT LEARNING THROUGH TECHNOLOGY

Are you in need of a primer on using Video tools for the classroom? Do you want to brush up on engaging with students through social media? The Sloan Consortium (Sloan-C) is offering several online workshops covering a variety of topics related to teaching. The E-Learning Lab will cover the cost of any faculty or staff member that would like to attend a workshop. The estimated time commitment for a workshop is 1-2 hours per week (the number of weeks in the workshop varies by topic).

Here is a sample of workshops that are being offered in the fall:

MERLOT (Multimedia Educational Resource for Learning and Online Teaching) – Learn about

the free online repository of resources designed primarily for higher education. Materials include tutorials, assessments, open journal articles, open textbooks, simulations and presentations in a variety of subjects including Business, Arts and Sciences, Technology, and Math.

ASSESSMENTS This course features training that reviews the benefits of the formative assessment process and how to use classroom assessment techniques in the online environment. Are students learning what you set out for them to learn? What changes and adaptations do you need to make to assess learning in the online environment? How can you use assessment results to improve future

courses? Techniques, tools, and best practices of classroom assessment will be integrated into the workshop experience.

VIDEO AND AUDIO TOOLS FOR TEACHING AND LEARNING Audio and video tools will not only deepen the sense of teacher and student presence in your course, they can also enhance the learning experience. This workshop explores five easy-to-use audio and video tools that can add some spice and help you build a more robust learning community. You will also have an opportunity to explore and discuss research on educational uses of audio and video.

PROVIDING EFFECTIVE FEEDBACK FOR ONLINE COURSES This workshop

will focus on the role that feedback plays in student learning and assessment in online education. Participants in this workshop will: understand the role that feedback plays in the learning process, understand different types of feedback, review strategies to improve current feedback procedures, and review feedback strategies tailored to the type of assessment.

If you would like to see a complete calendar of Sloan-C's offerings, you can visit their website at: <http://sloanconsortium.org/2011workshops>

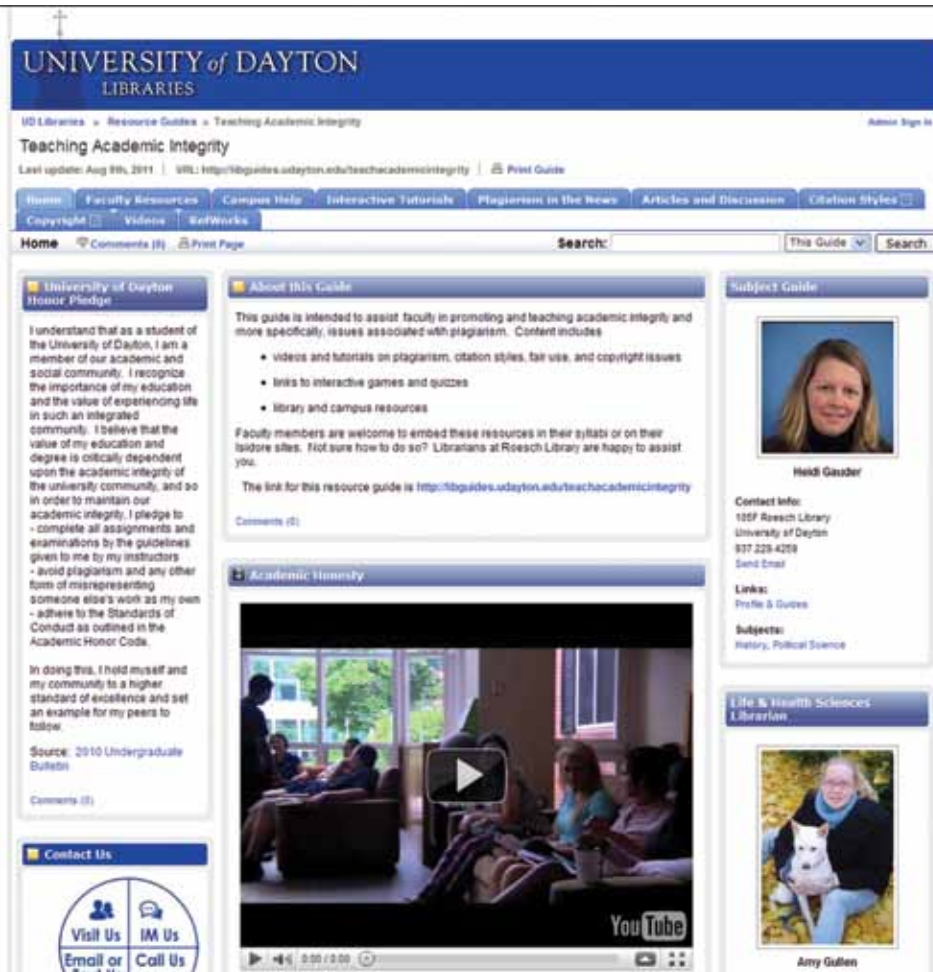
To sign up for one of the courses, contact the E-Learning Lab at (937)-229-5039 or via e-mail at: e-learning@notes.udayton.edu. ■

DEALING WITH ISSUES OF PLAGIARISM, ATTRIBUTION OR CORRECT CITATIONS IN YOUR CLASSROOM?

The University Libraries have created an online resource guide to help faculty tackle issues related to academic integrity, especially plagiarism. This guide contains a listing of campus resources that can help support academic integrity, plus relevant UD policy statements, such as the Honor Code and the Undergraduate Bulletin's definition of plagiarism. Faculty will find a variety of videos and tutorials on plagiarism and citation styles; users are welcome to embed or link these resources in their syllabi or on their Isidore sites. Books about preventing plagiarism are included, as well as articles focused on plagiarism, cultural differences, and graduate students.

The academic integrity resource guide is located at <http://libguides.udayton.edu/teachacademicintegrity>.

A complementary resource guide on avoiding plagiarism is located at <http://libguides.udayton.edu/avoidplagiarism>. ■



Confidential Consultations

Staff and faculty working in the LTC are available for one-on-one confidential consultations on a wide variety of teaching and learning topics:

E-MEDIA:

John LeComte – 229.2676

IT TRAINING:

Mary Jo Barrows – 229.5676

E-LEARNING:

Ryan Allen – 229.2233

STUDENT LEARNING SERVICES:

Beth Harrison – 229.3383

FACULTY DEVELOPMENT & CURRICULUM INNOVATION:

Beth Harrison – 229.3383
David Wright – 229.4604
Steve Wilhoit – 229.5317

SAVE THE DATE

STARS

**SPOTLIGHT ON TECHNOLOGY, ARTS,
RESEARCH AND SCHOLARSHIP**

WEDNESDAY, NOVEMBER 30

An event sponsored by the Office for Research to showcase exciting advances in research and scholarship at UD, as well as to foster connections and collaborations among faculty, staff and professional researchers.

LTC WRITE PLACE

Gets a New Look for the 2011-2012 Academic Year

With the start of the new academic year, UD students can expect the same great service from the Write Place but with an updated look. Since Fall 2009, the Write Place has been located on the second floor of Roesch Library, an improved space offering more room to facilitate the significant increase in client traffic. Additionally, this space puts students closer to the primary researching tools they may need when revising their writing assignments.

While both students and writing consultants have benefitted from this new location, opportunities for further improvement have been discovered. While the space is large and open, it lacked an adequate reception area. Additionally, the current furniture in the space did not lend itself well for group writing project sessions. Overall, a facelift was needed.

Write Place was fortunate to work with two groups this summer to give the space a fresh look for Fall. Partnering closely with the Facilities Management team, the Write Place got a fresh coat of paint, updated electronic equipment, and more suitable furniture to accommodate students' learning styles and preferences. In addition, the Write Place was selected to participate in the ArtStreet's Artist in Residence program. Two student artists were assigned to the space, using the vast walls as a creative canvas. The goal of the art was to create interest and warmth for the office environment while also hoping to stimulate the creative energy of the clients who use the space. These additional improvements illustrate the LTC and Roesch Library's commitment to enhancing the academic experience for UD students.

MISSION

The physical updates to the Write Place office space will only further help to drive the Mission. The Mission of the Write Place is one of service: writing consultants appreciate the uniqueness of individual learners and work with all students in their efforts to become better writers. Write Place consultants encourage, guide, and support student writers on any writing assignment and at any stage of the writing process. While many first-year students use the service, helping them to gain some confidence as a new college-level writer, the Write Place also serves upperclassmen and graduate students. Students are encouraged to use the Write Place during any phase of their writing assignment: prewriting, writing, and

revising. Students often benefit most when they meet with a writing consultant during the early phases of their writing process.

DIGITAL DROP-OFF

The Write Place offers an online support option for students as well called Digital Drop-Off (DDO). DDO is accessible through the Write Place web site at:

http://community.udayton.edu/provost/aali/ltc/writing/writeplace/digital_dropoff.php

Students may use the DDO service as often as they like. Consultants will offer comments on content, organization and grammar. Students can expect a response to their paper within 48 hours. A Lotus Notes username and password are required to use this service.

FACULTY SUPPORT

While the Write Place is a student service, its Mission of service extends to all on campus. Faculty are encouraged to schedule a classroom visit from a Write Place consultant. Write Place consultants visit classes to explain the benefits of a writing consultation session. These visits generally last about 5-10 minutes and help to clarify questions and concerns that some students may have about the service. A syllabus statement is available for faculty to use, succinctly identifying the Write Place mission, office hours and location. This statement is available on the web at: <http://community.udayton.edu/provost/aali/ltc/writing/writeplace/faculty.php>.

FOR MORE INFORMATION

If you would like more information about the Write Place or to schedule a classroom visit, please contact Christina Klimo, Write Place Coordinator, christina.klimo@notes.udayton.edu or 229-2068. ■

2011-2012 HOURS OF OPERATION

Write Place will open for business for the 2011-2012 academic year on Tuesday, September 6. Write Place is a free service available to all UD students. Students can drop-in to the Write Place without making an appointment. Drop-in hours are Monday through Thursday from 10:00 a.m. to 8:00 p.m., Friday from 10:00 a.m. to 1:00 p.m., and Sunday from 4:00 to 8:00 p.m. Students are also invited to contact the Write Place Coordinator to schedule an appointment.

ORAL HISTORY OF TEACHING AT UNIVERSITY OF DAYTON

The Ryan C. Harris Learning Teaching Center and the Faculty Development Committee, led by Steve Wilhoit, started collecting videotaped oral histories of teaching from experienced or retired University faculty in 2004. Additional interviews followed in 2005 and 2007. This work built on earlier oral histories that are located in the University Archives. The project captures on film the living history of teaching at UD, which can be used to support campus faculty development, it is available to the entire University community. In 2010, Michele Welkener, an Assistant Professor in Counselor Education and Human Services and Coordinator of the PhD program in Higher Education Administration at UD, assumed leadership of the project and conducted another round of interviews. The current project is supported by the LTC and involves video interviews with

exemplary current, retired, or Emeriti faculty who have/had at least 25 years of experience teaching at UD. Invitations are extended from a list of nominations provided by Chairs and Deans across the University. Copies of the oral histories are housed in the Ryan C. Harris Learning Teaching Center and the University Archives. Welkener also has plans to share some of the oral histories with others outside of the institution to help them understand what makes UD a distinctive learning community.

Welkener is not only using the data to contribute to the historical documentation of teaching at UD, she also intends to share the faculty stories in a qualitative research project. Once the 2010 interviews have been transcribed, they will be analyzed and compared with other interviews to look for elements of or approaches to

teaching that are salient for these faculty members who have taught at UD for most of their careers. The results will allow us to better understand and learn from the faculty's experiences in this unique environment. The patterns will provide a context for faculty development efforts at UD, and they could potentially be used to inform faculty work at other institutions as well. Welkener plans to submit the research findings through presentations and publications, to allow these faculty voices to join the national conversation on teaching and learning in higher education. The video format provides an unusual opportunity to have audience members hear from the participants themselves. She aims to conduct additional interviews every other year to continually grow these invaluable historical teaching resources. ■

SYLLABUS STATEMENT REGARDING REASONABLE ACCOMMODATIONS

The LTC's Office of Student Learning Services (SLS) suggests that you include a statement about the availability of reasonable accommodations for students with disabilities in every syllabus that you create. The following statement is suggested:

If you anticipate barriers related to the format or requirements of this course, please meet with me so that we can discuss ways to ensure your full participation in the course. It is important that we have this conversation early in the semester. If you determine that disability-related accommodations are necessary, please contact the LTC's Office of Student Learning Services (SLS) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. SLS staff can also help you learn the procedures for emergency building evacuation in the event that they are needed. For more information about disability services at the University of Dayton, please contact SLS at 937-229-2066 (TTY 937.229.2059) or disabilityservices@udayton.edu or stop in at our office in RL 023.

Instructors are encouraged to provide appropriate individual flexibility to all students. However, when disability-related accommodations are requested, instructors should refer students to SLS and consult with SLS staff to identify strategies or accommodations which provide access and maintain academic rigor. If an accommodation is determined to be appropriate, faculty may coordinate it directly or ask SLS for assistance at 937-229-2066 (TTY 937.229.2059) or disabilityservices@udayton.edu. ■

ENHANCING STUDENT LEARNING COMES IN ALL SHAPE AND SIZES

By Dude Coudret, Ms.Ed (Assistant Director of Office of Student Learning Services)

The Office of Student Learning Services (SLS) offers a range of services to enhance student learning in many general education classes. Group learning experiences are of particular interest: Did you know that research suggests that group learning is actually more effective for most learners than studying alone? That is why SLS encourages students to participate in Supplemental Instruction (SI) or our formalized Study Groups if one is available for their class. In SI or Study Groups, trained student facilitators meet with a group of students outside of class to help them master course material through discussion and a variety of interactive group activities.

Unfortunately, we can't offer these services for every course, so we encourage students to form their own study groups. Students often tell us that they don't know how to form a study group. If you know of interested students, direct them to the SLS website for tips on forming study groups on their own. In addition, students can check out our online schedule to see if tutoring is offered.

Walk-In Tutoring takes place in Marianist Hall Learning Space (MHLS) on the second floor of Marianist Hall, 6:00pm-9:00pm on Monday through Thursday each semester. MHLS offers students and Tutors a flexible, accessible and inviting learning and study space. When students go to Walk-In Tutoring, they will be greeted by our friendly Customer Service Assistants who will help

them get connected with the appropriate Tutor. Tutors will work with them individually or in small groups together with students who are working on similar concepts.

If students are looking to enhance their overall approach to learning and studying, members of the SLS team are happy to meet with them to assess what's working or not working and to review learning and studying techniques. Our staff will meet with students individually for single or multiple sessions. If students aren't interested in coming into our office, they can check out our website for free resources and tips. SLS will always refer students to other campus and community resources when appropriate. Informal disability screenings are also offered by our in-house disability experts.

This article highlights just some of our services, but in fact SLS offers much more! We are not here just to serve students--SLS is a resource and partner for faculty and staff. We are happy to consult with faculty and staff regarding on a variety of topics, such as:

- Active and cooperative learning
- Brain-friendly learning techniques
- Classroom management
- Disability and academic accommodations
- Syllabus and assignment design
- Universal Design (aka making your classroom accessible to all learners)

SLS staff are also available to come into your class to provide workshops to your students on learning and study skills as well.

Questions? Thoughts? Contact us at 937-229-2066 or visit us on the web at <http://learningseices.udayton.edu>. ■

THE OFFICE OF STUDENT LEARNING SERVICES (SLS) IS EXCITED TO ANNOUNCE NEW TESTING SPACE FOR STUDENTS WITH DISABILITIES.

While SLS believes that testing with the faculty and the class is often the best solution for students with disabilities, we recognize this it is not always possible for faculty to offer accessible tests or testing environments. Through the efforts of many campus partners, SLS has secured a new testing space in Albert Emmanuel room 002. The SLS Testing Center will host all SLS-administered tests and exams beginning in Fall 2011. This testing center will help SLS ensure both the necessary space and an appropriate test-taking environment for students who need accommodations beyond what the classroom and/or faculty can provide.

SLS will continue to accept tests via email (DisabilityTesting@notes.udayton.edu) or hand delivery (AE 002). Stop by this fall and check out our new space!! ■



WHAT'S ON DECK SUPPLEMENTAL INSTRUCTION, STUDY GROUPS AND WALK-IN TUTORING

The Office of Student Learning Services (SLS) plans to offer course-based learning support for the following courses in FA11. For schedule information or other questions, visit learningservices.udayton.edu or contact SLS at 229-2066. Schedules are finalized early each semester and posted to the SLS web site. Drop-in support for writing will continue to be available to all students through the Write Place, which is managed by the LTC's Office of Writing, Research & New Media.

SUPPLEMENTAL INSTRUCTION (SI)

The opportunity to participate in SI will be open to all students in the courses and sections listed below. Because SI helps students more when they participate consistently than if they just drop in once or twice, many instructors ask students to commit to regular attendance by signing up.

- CHM 123 02, 03, 04, 05, 06, 07
- HST 103 P1, P2, P3
- MTH 128 P1, P2, P5
- MTH 129 04, P4
- MTH 169 04
- PHL 103 P1, P2, P3, P4
- PHY 201 03, 04
- REL 103 13, 16

STUDY GROUPS

- BIO 151 02, 03, 05, 07, 08, 10
- CMM 202 01

WALK-IN TUTORING

- Accounting 207, 208
- Biology 101, 151, 152
- Chemistry 123, 124, 313, 314
- Economics 203, 204
- Math 114, 128, 129, 148, 149, 168, 169, 207, 218, 219
- Physics 201, 202, 206, 207

GETTING TO KNOW ZELDA SMITH, LEARNING INITIATIVES COORDINATOR

*By Dude Coudret, Ms.Ed
(Assistant Director of
Office of Student Learning
Services)*



Please join us in officially welcoming Zelda Smith to the Office of Student Learning Services (SLS). In January 2011, Zelda stepped into the role of SLS's Student Learning Initiatives Coordinator.

Zelda's responsibilities include the coordination of the Supplemental Instruction (SI) and formalized Study Group (SG) services. She also serves as instructor and coordinator of the Academic Renewal Course and Coaching Program (ARCC) and the Art of Science and Learning course for FIRST students. When she is not providing leadership for these services, Zelda can often be found providing consultations or academic coaching sessions, or facilitating seminars and workshops.

Zelda served as a facilitator/academic coach for the ARCC program for the past three years. Prior to joining the SLS, she served as the Admissions Coordinator for Nyack College—Miami Valley Campus.

She led the Admissions team as a recruiter, developed relationships with businesses, churches and schools throughout the community, and provided academic and financial support for students.

Zelda completed her undergraduate work at Stephen F. Austin State University and

Nyack College with a B S in Organizational Management. She also holds a MS degree in Education with a concentration in Higher Education Administration from the College of Education and Allied Professions here at the University of Dayton. ■

WEEKLY TEACHING TIPS AND IDEAS ON PORCHES

Faculty now have a channel on Porches focused solely on learning and teaching. Each week the Teaching and Learning Tips Channel (which can be found on the Faculty Tab) will highlight a resource, tip, or idea that you might try in your classroom. Be sure to check out the channel each week. Do you have a great idea to share? We want to hear from you, too! Submit your teaching tip or resource through the channel, and we'll post it for everyone.

There are tips and resources related to learning for students, too. Encourage students to check out the Resources for Learning Channel under Academics each week for ideas, tips, and fun facts about learning.

UPDATE ON FIRST (FULLY INTEGRATED RESOURCE AND SUPPORT) PROGRAM

By Zelda Smith, Ms.Ed (Learning Initiatives Coordinator)

Participation in FIRST is offered free of additional charge to a small number of students whose academic profiles and experience suggest that they will benefit from a structured transition to college. The intent of FIRST is to provide students with a total package of academic support integrated into their regular schedule of courses. FIRST replaced the Summer Trial Enrollment Program (STEP) beginning in FA10.

Students participating in FIRST enroll in The Art and Science of Learning (UDI 175) which explores the intersection of research in neuroscience, psychology, and educational psychology with each student's experience of and needs in learning. As the anchor for the program, the course is designed to engage students in discussion and activities that will enhance their learning and study skills. UDI 175 is taught by professional staff from the SLS and was created in collaboration with faculty from various academic departments. Peer mentors from SLS and the Office of Student Success (OSS) assist the course instructors in the facilitation of each class session, follow up with students outside of class, and hold office hours.

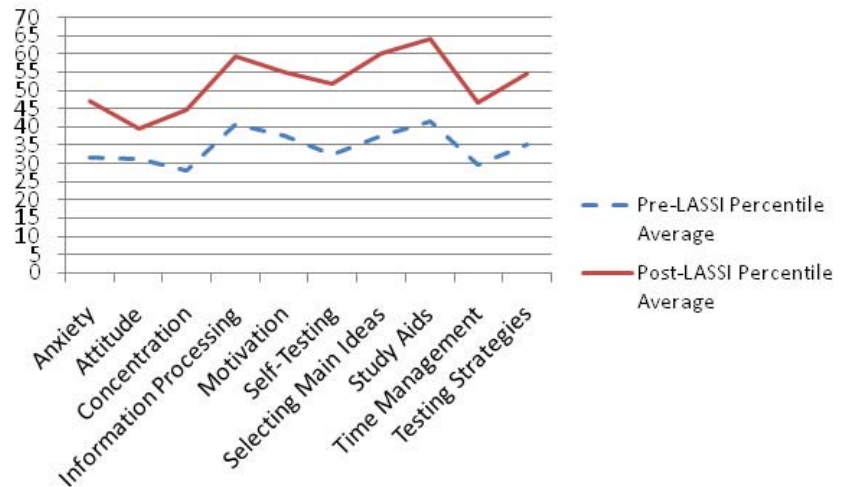
FIRST students also attend learning support sessions offered for several of the courses in which they are enrolled during their first semester. These are usually small group, activity-based sessions led by students who are trained as course facilitators. The sessions ask students to use the course material they are trying to learn in order to learn it well.

FALL 2010 OUTCOMES

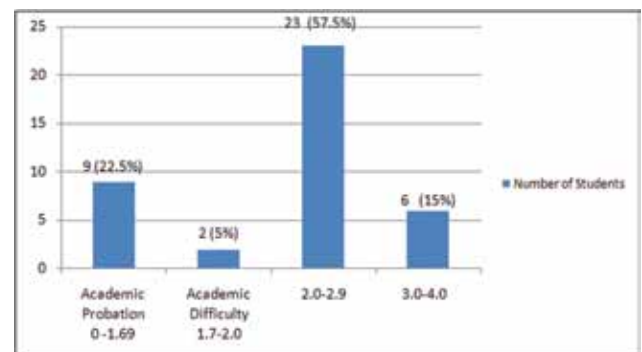
During FA10, UD hosted one of largest in-coming first year student classes in the history of UD. Among the 2019 first-year, first-semester, first-time students were the 40 students who had been selected as participants in FIRST. By the first measure of success, the creation of this program has been very successful: the number of deposited students in the FIRST program far exceeded the 14 student enrollees for STEP in 2009.

FIRST students were administered the Learning and Study Skill Inventory (LASSI) assessment two times--at the beginning and near the end of the semester. The LASSI is a 10-scale, 80-item assessment of students' awareness about and use of learning and study strategies. Using a paired samples test of the raw scores, the data demonstrated a statistically significant increase in 9 of the 10 LASSI scales across the semester. The graph shows the percentile average for each scale on the pre- and post-test. The LASSI defines a score in the 50-75 percentile range as adequate but still needing attention.

LASSI OUTCOMES (N = 40 STUDENTS)



FINAL GPA OUTCOMES FA10 (N = 40 STUDENTS)



GPA outcomes for FIRST students' first semester are comparable to historical data collected for STEP. Thirty-seven of the FIRST students persisted into the SP11 semester, while three students made planned departures from UD. Nine students were on academic probation at the end of the fall semester.

SPRING 2011 OUTCOMES

All 37 students who persisted beyond the FA10 semester completed the SP11 semester. At the end of their first full academic year, five FIRST students had a GPA below 1.69, placing them on academic probation status. All 5 were on probation after the fall semester. Nevertheless, data collected from the students and the LASSI suggest strong student benefit from participation in the FIRST Program.

FALL 2011 FIRST STUDENTS

This fall 34 new first-year students will participate in FIRST. Three sections of the Art and Science of Learning will be offered and taught by SLS professional staff. ■

TESTING ACCOMMODATIONS AND FACULTY

The LTC's Office of Student Learning Services (SLS) would like to welcome you back to the 2011-12 academic year. We are excited about the new year and continued opportunities for SLS to work with you!

Testing is one of the most frequently used areas for academic accommodations. SLS encourages all students to work with their faculty to coordinate testing accommodations, and in many cases student needs can be addressed without SLS involvement. When SLS support is necessary, we are ready. Look for more information on testing accommodations on our website (learningservices.udayton.edu) under Faculty Resources.

WHAT'S NEW??

- SLS Testing Center is now located in Albert Emmanuel 002.
- SLS Testing email address is DisabilityTesting@notes.udayton.edu.
- SLS continues to update language and processes related to testing accommodations based on student and faculty feedback.

KEY POINTS:

- SLS staff ask students to discuss accommodations with faculty first and only involve SLS for testing accommodations if faculty cannot address their accommodation needs.
- If SLS assistance is needed in testing accommodations, students must make a timely request by completing the on-line test accommodation request form.
- Once a test request is received from the student, SLS will send email confirmation to the student and notify faculty of the student's request and the need for delivery of a test. If there are concerns, faculty should communicate directly with the student.
- Tests can be delivered to SLS via email (disabilitytesting@notes.udayton.edu) or in person (AE 002).
- After testing, SLS will deliver tests back to the department, with a delivery scheduled for 3 pm each day (229.2066). ■

FREQUENTLY ASKED QUESTIONS:

Q: What is a "timely" request?

A: SLS recommends students communicate with faculty at least five business days before the test. For accommodations during the regular semester, all requests made to SLS must be received by 8 am two business days before a test to be considered timely. Final exam accommodation requests must be received by SLS by 11 am the Friday before finals week begins.

Q: What if a student asks for a test accommodation after the deadline?

A: While SLS encourages thoughtful consideration of late test accommodation requests, neither SLS nor faculty is required to make an accommodation if the request is not timely.

Q: What is the SLS process if students continue to make requests after the deadline?

A: SLS counsels students about timeliness of requests after a first and second late request. After the second time, SLS will not honor requests that are late.

Q: Why does SLS need a test two business days before it is scheduled?

A: SLS works with numerous faculty members and students. In addition, each student's accommodation needs vary. In an effort to balance these factors, SLS requests that tests be delivered two business days in advance to ensure the test and testing space are ready for the student. If there are concerns, SLS requests that faculty communicate with our office so we know when to expect the test.

Q: Why do some students take tests at different times than the class?

A: Students may need to take tests at a different time in order to avoid missing another class. We suggest that students consider starting early and finishing at the same time as the class or starting with the class and finishing late, however this is not always possible.

Q: I don't want a student starting early as they may speak to other students about the test. How can this be addressed?

A: First, we would recommend the student and faculty discuss the testing schedule issue. In some cases, the student has a class right after a scheduled exam and can only receive accommodations if they test early. In this case, faculty can request that a student remain in the testing area until the class start time.

Q: Some students get time and a half while others get double time. Why is there a difference?

A: SLS disability staff evaluate each student individually and recommend extended time based on the individual student.

Q: I allow students one hour to take a test, but it should only take them 20 minutes. Why do I still have to give accommodations?

A: Students test differently. In some cases what an instructor believes will take 20 minutes may take some students much longer because they process differently. Calculation of extended time should be based on the amount of time permitted all students in the class, not on what "should be" enough time. ■

Academic Affairs and Learning Initiatives (AALI) programs and services support the University mission by enhancing learning and teaching, promoting the professional development and engagement of students, faculty and staff, and integrating learning and living in community. As a partnership between seven University-focused areas, these offices and centers support the work of UD academic units and the UD campus learning environment. For more information, visit <http://community.udayton.edu/provost/aali/>.

THE CHAMINADE SEMINAR

If you've ever wondered what it feels like to walk in the footsteps of Blessed Father Chaminade, you should talk to the participants of the Chaminade Seminar. This past spring semester, while the rest of the UD community toiled away at mid-semester and end of year activities, a small group of academics began to study the lives and times of our Marianist Founders under the former Superior General of the Marianists, Father David Fleming, prior to touring key Marianist sites in France and Spain. With the additional encouragement found in Father Joe Kozar, they were led through the paths of our Founders and into their own, personal connection to the Marianist foundations of the University of Dayton.

As one of the many activities celebrating Chaminade Year, the Seminar was designed to explore UD's Marianist heritage and how that informs the lives and times of our community today. The group met and traveled in the most Marianists of ways – in community – and was challenged to find meaning and connection between the context and impact of the University's Marianist tradition and values to each participant's work here at UD. After a period of reflection and study, participants visited Marianist sites and communities in May before returning to UD to design projects for the upcoming academic year related to their new understanding of and connection to UD's mission and identity. Soon, they will begin to



From left to right: Carolyn Roecker-Phelps, Fr. Joe Kozar, Joseph Saliba, Fr. David Fleming, Fran Rice, Molly Schaller, Lori Shaw, Tina Manco, Bro. Jacques Penicaut, Sheila Hassell Hughes, Jason Pierce

implement projects in their areas of expertise and practice which reflect their deeper understanding of Marianist history, charism, and philosophy of education.

One of the many highlights of the Seminar was to experience firsthand the similarities between each of the Marianist communities that welcomed them during their visit and the community here at UD. Walking through the city where our Blessed Father Chaminade eluded revolutionary death threats, and where Venerable Adèle and Marie-Thérèse worked to keep faith alive despite the real dangers of doing so, participants were able to understand the true vision and sacrifices that were made to create the foundation of what would become the ideological cornerstone of the University of Dayton. The universally warm and generous welcome at each of the Marianist communities experienced by

participants is a testament to that foundation, and created another tangible link between the vision held over 200 years ago and the work that is carried on today around the world and here at the University of Dayton.

Plans are to offer this seminar every other year. For further information and readings associated with the Chaminade Seminar, please contact Father Joe Kozar, S.M. in the Rector's Office. ■



DEVELOPING INTERNATIONALLY MINDED FACULTY

By Tricia Barger (Center for International programs)

The Faculty Global and Intercultural Study Travel Program enters its second year with a new group of faculty committed to impacting internationalization efforts at the University of Dayton.

Each year, the program introduces a group of faculty to a selected international destination while emphasizing the important role they play in internationalizing UD's campus. Throughout the year, participants develop projects that contribute to the internationalization efforts of the University. Through these projects, participants have opportunities to strengthen the University's current network of international resources and relationships that can enrich curriculum revision, motivate new scholarly projects, and expand international faculty exchanges and grant opportunities.

"Presentations and informal conversations, along with on-site visits to various partner programs, aided us in understanding and joining more deeply UD's commitment to global education and research, both on campus and abroad," says Dr. Susan Gardstrom.

The selected country for the first two to three years of the program is China, enabling faculty to leverage the University's strategic initiatives that have already begun in this area of the world. After an intensive year of study and project development, the first cohort explored Beijing, Nanjing, Suzhou and Shanghai for

three weeks in May, connecting with University partners, alumni, and scholars from their disciplines.

"Working and travelling with this group gave me the opportunity to build strong new connections on campus and has made me more comfortable with setting up collaborations in China," says Dr. Peter Powers.

The program is a joint effort between the provost's office, the academic units, and the Center for International Programs. It is one of only a handful of similar faculty development programs currently being offered across the U.S.



The program planning team will seek faculty nominations from deans' offices in early November for cohort three. Nominees are then invited to submit a full proposal outlining project goals and their impact on the internationalization of the department and the university.

Faculty are encouraged to

attend one or both of the Faculty Exchange Series sessions in the fall to learn more. Sessions will be offered on Tuesday, October 18 and Wednesday, November 9, from 12 p.m. to 1:15 p.m. To register for a session, please contact Lora Butcher at lora.butcher@notes.udayton.edu or 229-3309.

Cohort one: Christopher Agnew (History); Rachel Collopy (Teacher Education); Sean Falkowski (Engineering Technology); Susan Gardstrom (Music); Art Jipson (Sociology, Anthropology and Social Work); Alexis McLeod (Philosophy); Nancy Parks (Visual Arts); Peter Powers (Physics); and Joe Untener (facilitator).

Cohort two: Harvey Enns (MIS/Operations Management); Barbara John (Economics/Finance); Suki Kwon (Visual Arts); Andrew Slade (English); David Watkins (Political Science); Joseph Watras (Teacher Education); Shuang-Ye Wu (Geology); and Beth Harrison (facilitator). ■

WHAT MAKES A GOOD HONORS COURSE?

Teaching honors students is one of the most challenging, yet rewarding, opportunities offered to faculty at the University of Dayton. The rewards derive from the chance to interact with bright students on a higher level than that generally achieved in regular sections. These are students capable of making real contributions to the creation of new knowledge (and many, working collaboratively with faculty thesis advisors, do). Teaching honors students poses two major challenges. First, as a recent *Chronicle of Higher Education* commentary noted, today many incoming honors students and their parents view their designation as honors students more as an “upgrade to first class”—a reward for their K-12 accomplishments—rather than an invitation to become academically engaged in new ways. Second, well, they’re smart! This means that they easily see through us on days when our “A game” is not in play, and have little patience with anything deemed busy work. With these challenges in mind, we thought it would be helpful to faculty considering offering honors courses if we provided a sense of who our honors students are (who is in their classroom), what (in their own view) gets them engaged, and an example of what has worked well in the past.

WHO ARE THE HONORS STUDENTS IN YOUR HONORS CLASSES? As of the end of last year, nearly 900 UD students were members of the University Honors Program (UHP). There are honors students in all of the schools and divisions of the college, but the majority of honors students (nearly half) are majors in either the School of Engineering or the Natural Sciences division of the College of Arts and Sciences. The juniors and seniors are divided fairly equally between students pursuing a non-thesis honors diploma (21 honors credits) and students pursuing an honors (15 credits + thesis) or honors with distinction (21 credits + thesis) diploma by writing a six credit hour honors thesis. They keep their membership in the program by maintaining a G.P.A. of 3.5 or greater. Finally, all students in your honors courses may not be honors students. Those who choose to stay should be prepared to elevate their play. Remind the honors students of their roles as peer mentors in these situations.

SO WHAT SORTS OF ASSIGNMENTS ENGAGE THESE STUDENTS? Perhaps the best place to start is by stating that honors students detest honors courses where they are simply asked to do more of the same sort of work that they would do for a regular class. Honors students will do more work, but demand that its challenge consists in more than just volume. Such qualitative challenges include assignments that

- allow them to explore course topics with greater depth and breadth, or focus more intensely on methodology or theory. In a sense, honors students tend to be rather epistemological creatures that are curious about how we know what we know so as to try it out themselves.

They are also attracted by opportunities to engage in the exegesis of primary texts and to wrestle with current scholarship as presented in academic journals;

- present opportunities to make cross-disciplinary connections in their reading, writing, and research;
- challenge their creativity in pursuing answers to contemporary questions;
- embrace the iconoclasm of youth by providing them with an arena for challenging existing social, cultural, intellectual, and political paradigms;
- provide opportunities to pursue projects of individual interest under your supervision, or;
- connect to active classroom learning pedagogies in the form of debates, case studies, or simulations.

In short, what honors students are looking for are honors experiences—assignments in and out of the classroom that draw them into opportunities to create new knowledge and develop their practical wisdom.



WHAT HAS WORKED IN THE PAST?

There are many recent examples of courses that have succeeded in engaging honors students. Unfortunately, there is only room in this article for one. In Spring 2011 Dr. Caroline Merithew (HST) offered her course in immigration history as an honors course. Her semester project required students to complete an oral history project in which they interviewed immigrants from the region about their experiences, and contextualized their subjects’ lives within the narrative of American history (including the

political, legal, and cultural realities that have had legacies for how individuals and groups assimilate into American society). The students presented their results at the Stander Symposium. The assignment drew students in to the process of conducting research on immigration history (Dr. Merithew’s own research), immersed them in the local community, and required them to interpret their sources in light of current scholarship. They also learned about the IRB process and gained new perspectives on one of the most important issues facing our country today. Students viewed the course as a successful honors experience not because there was more work (even though there was), but because there was different work, work that challenged them to participate in the University’s scholarship mission in a creative way.

Your honors teaching experiences are an important part of our own process of continuous improvement, and an especially valuable resource for faculty developing honors classroom experiences. We would like to hear them. To this end, we invite any faculty that would like to share their experiences or hear about others’ ideas to attend a luncheon on **Thursday 22 September from 12:00-1:30 PM**. Additional details, including R.S.V.P. information, will be forthcoming. Until then, please pencil in the lunch on your calendar and tune in to the latest UHP news by joining the Honors Program Porches group. ■

UNIVERSITY HONORS PROGRAM WELCOMES

Dr. Carissa M. Krane

By Regina Lloyd

Dr. Krane is an Associate Professor in the Department of Biology, who became the Associate Director for Research on August 1, 2011. Since joining the faculty in the biology department in 2001, Krane has served as a thesis advisor for 10 Honors or Berry Scholar students, and has supervised over 30 students who have pursued undergraduate research projects in her laboratory. "I have been involved in Honors education since my own experience as an Honors student. The challenging Honors courses I enrolled in as an undergraduate, and the personal attention and scientific training I received from my undergraduate

research mentor, were instrumental in my personal and professional development as a scientist and now as a faculty member. As a beneficiary of an undergraduate research experience myself, I am deeply convinced of the vital role played by an Honors Program that reaches students in every discipline and encourages them to broaden their academic experience through research."

Funding for the UD undergraduate students who have conducted research with Dr. Krane has come from a variety of sources, including the Honors Program, UD Learn Lead and Serve Awards, Louis Stokes Alliances for Minority Participation fellowships, travel support from professional



societies, federally funded research grants (NIH/NSF), and industrial contracts for interdisciplinary research in bioengineering. "As the Associate Director for Undergraduate Research, I would like to contribute to the momentum established by the current UHP team to champion undergraduate research on campus while exploring opportunities for obtaining outside resources to support Honors thesis

projects and Honors programming," stated Krane. "Dr. Krane brings a wealth of experience and creative energy to the Program," shares Dr. David Darrow, Director of the University Honors Program. "I hope everyone will join me in welcoming her." ■

2012 STANDER DATES

Check the website for additions and changes to Symposium events.

January 2012

Online registration begins

Monday, March 12, 2012

Deadline to submit project proposals

Tuesday, April 12, 2012

8 PM

Celebration of the Arts:
Opening Performance
Schuster Center

Wednesday, April 13, 2012

9 AM to 5 PM

Is an alternate day of learning; standard undergraduate classroom-style classes will not be held.

STANDER SYMPOSIUM

WHAT IS STANDER?

The Brother Joseph W. Stander Symposium is the University's annual campus-wide forum to showcase academic excellence at the University of Dayton. It is designed to recognize student learning through faculty mentored undergraduate and graduate research, scholarship and artistic accomplishments representing all academic units at the University.

WHEN IS STANDER?

The 2012 Stander Symposium is **WEDNESDAY, APRIL 18, 2012**. Check the Calendar of Events page on the website for details on all Stander related events: <http://stander.udayton.edu/calendar>

HOW CAN STUDENTS PARTICIPATE?

Undergraduate and graduate students can present their work either individually or as a group. There are two registration types:

1. Poster – students create a poster to display during the general session in the ballroom
2. Presentation – students are assigned a room to give an oral report, present a panel

discussion, display visual arts, or give a live performance

Through participation in the Stander Symposium you give students the opportunity to:

- Present projects from research or coursework in a public setting
- Highlight the work of individuals or groups of students within your discipline
- Use ideal formats for presenting creative efforts or scholarship
- Spend the day engaged in an alternate learning environment



HOW DO STUDENTS AND FACULTY REGISTER PROJECTS?

All projects must be submitted online through the registration site. Registration will be available beginning January 2012; the deadline is March 12, 2012. ■

For details on Symposium events, visit our web site:

<http://stander.udayton.edu>

Still have questions?

Contact stander@notes.udayton.edu

THE TESOL (TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES) INITIATIVE

is one strategic approach to supporting the University of Dayton's institutional goal of international and intercultural citizenship and engagement. The team was formed in 2009 as a result of the increasing need to better serve the international students on campus. The group also contributes to the development of pre-service teachers graduating from UD who are likely to find themselves in K-12 classrooms with a linguistically/culturally diverse population.

The original members of the group included faculty and staff from the School of Education and Allied Professions, the Department of English, the Department of Languages, the Learning and Teaching Center, the Center for International Programs, the Office of Institutional Diversity and Inclusion, and the Office of Multicultural Affairs.

The TESOL Initiatives team is divided into two subgroups, Higher Education and K-12, to address the many issues related to the internationalization efforts at UD.

Some of the projects that the Higher Education subgroup have developed include the creation of a joint Teaching Assistant appointment in the Department of English and the Intensive English Program (IEP). The position allowed the Teaching Assistant to learn how to incorporate scaffolding techniques to help the Non Native Speakers of English (NNES) in a section of ENG 102. At the same time, the Teaching Assistant assisted in the development of a Special Topics class in the IEP to help IEP students develop study skills and reading skills.

Additionally, a colloquium entitled "Scaffolding for Our Second Language Learners: Transitioning Students from IEP to College English" was presented to faculty and TAs of the Department of English and IEP instructors. Workshops for writing consultants in the Write Place and sessions in the Faculty Exchange Series were presented, all with the objective of preparing faculty and staff to manage and benefit from the challenges and multiple opportunities that international students bring into the classroom. Courses and modules were created to increase the number of sections of ENG 101 and ENG 102 for NNES. Finally, Dr. Jennifer Haan was hired as Associate Professor in the Department of English. Dr. Haan's scholarly interests include ESL teaching and program development, university internationalization, L2 writing, and cross-cultural rhetoric.

The TESOL Initiatives team is currently developing a Porches channel – SELL: Serving English Language Learners – to provide resources for instructors working with our international student population. SELL will be up and running later this Fall. In the Spring 2012 LTC Newsletter, information on SELL and on how to join the group will be made available to the campus community. ■

PROGRESS REPORT ON DIVERSITY EFFORTS

By Pat Donnelly (Associate Provost for Faculty & Administrative Affairs)

In approving our reaccreditation in 2007, the Higher Learning Commission (HLC) requested that the University provide a Progress Report on our diversity efforts in 2011. A 20-person HLC Diversity Working Group gathered information from units across campus on their efforts to strengthen our recruitment and retention of diverse groups of students, faculty and staff. This Report was submitted to the HLC in June and can be found on the Porches web site and on the newly updated Diversity web site (<http://diversity.udayton.edu>). Here are a few of the highlights.

The percent of undergraduates who are minority and international students rose from 8% in 2007 to almost 11% in 2010. The retention rate for minority students was also higher for the entering cohorts in 2008 and 2009 than it was in 2006 and 2007 entering

classes. The percent of full-time faculty who were Asian, African-American, Hispanic, or international faculty rose from 15% in 2007 to 19% in 2010 with increases for each of these subgroups. The percent of all full time employees who are minorities hovered around 16% for the past four years.

The report identifies numerous efforts to enhance diversity and inclusion by addressing recruitment and retention strategies and campus climate issues. It notes that the attainment of our diversity goals requires an ongoing commitment of time and resources and the complete support of the administration, faculty, and staff.

The HLC accepted our Progress Report, noting that: The University of Dayton is commended for its continuing and consistent concern for diversity and for tying the diversity concern so directly to its mission. It is commended further for its consistent and strong efforts to achieve its diversity goals. ■

An update on the LEADER Consortium

WHO WE ARE. Institutions of higher education continue to face challenges in recruiting, retaining, and advancing female faculty in the STEM (Science, Technology, Engineering, and Math) disciplines. With funding from the NSF ADVANCE program, the LEADER Consortium works to identify strategies that support the success of STEM women by capitalizing on differing institutional cultures. Our institutions include: Air Force Institute of Technology (AFIT), Central State University (CSU), University of Dayton (UD), and Wright State University (WSU).

The consortium's core leadership team includes the P.I./Consortium Director (Dr. David Goldstein), 4 Co-PIs (Drs. Heidi Ries (AFIT), Kimberly Kendricks (CSU), Malcolm Daniels (UD), and Tamera Schneider (WSU) and a Program Director (Dr. Stephanie Goodwin). Additional key personnel direct particular initiatives including UD faculty members Dr. Peggy DesAutels (Equity Advisor program), Dr. Jayne Robinson (Internal Coordinator) and Dr. Margie Pinnell (Mentoring Program).



OUR GOAL. Foster institutional transformation that results in the recruitment, retention, promotion and success of STEM women faculty across the Dayton region.

Four specific objectives support this goal:

- conduct comparative climate analyses for STEM women in order to identify specific areas of need
- initiate gender schema/bias education and other efforts to promote a positive workplace climate
- implement social contracts to promote transparency and accountability for transforming the climate
- implement initiatives that foster the above objectives and our goal of institutional transformation

WHAT WE DO.

- Climate research across our four institutions to identify and address barriers to the recruitment, retention and advancement of women in STEM.
- Leadership workshops for department chairs to

address issues (e.g., mentoring) through which Chairs can directly influence success of women STEM faculty.

- Equity Advisors who serve as faculty liaisons between departmental faculty and institutional administrators; assist with faculty searches, sharing strategies and best practices; provide networking opportunities; and assist with individual issues of concern.
- LEADER Mini-Grants that have funded nearly 20 individuals in support of faculty research or faculty/ departmental efforts to advance consortium goals.
- Programming that has included both consortium-level (e.g., the annual STEM luncheon, with Dr. Freeman Hrabowski in 2010) and institutional-level events (e.g., invited speakers, professional networking).
- For dual career couples, the consortium facilitates sharing of resumes among institutions and fosters active engagement on this issue by institutional administrators.
- A mentoring committee that has developed a model of “functional” mentoring, is implementing a Functional Mentoring Network to facilitate mentoring opportunities, and is promoting institutional policies that enhance the quality, expectation, and availability of mentoring.
- Confidential career development coaching that is available to tenured-STEM women faculty throughout our consortium; up to 6 months/10 sessions are fully funded by LEADER.

WHAT TO WATCH OUT FOR. The new academic year will see new opportunities advanced by the Consortium.

- Have an idea for a new event or initiative to support STEM women? Apply for a LEADER mini-grant.
- Interested in opportunities to sharpen your grant-writing skills? Connect to the LEADER mentoring network to find someone who can help.
- Need to plan for your next career move? The LEADER Coaching program can help.
- Join us at LEADER Consortium workshops and events.

Check us out at: <http://www.wright.edu/leader>

Stay on top of events, workshops and other opportunities: Subscribe to the LEADER list-serv by emailing your request to LEADER@wright.edu. ■



Ryan C. Harris Learning Teaching Center
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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 2012 reservations begin November 1.

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



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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.