

Fall 8-1-2012

LTC Newsletter

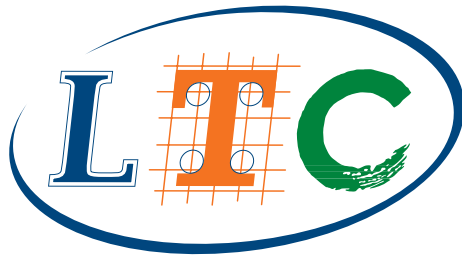
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FALL
2012

NEWSLETTER

Ryan C. Harris

LEARNING TEACHING CENTER

THE LEARNING PARADIGM The Revolution Continues

by David J. Wright (LTC/UDit, Office of Curriculum Innovation and E-Learning)

The “learning paradigm” was introduced in a famous commentary written by Robert Barr and John Tagg in 1995. They articulated an important evolutionary (or revolutionary) change in how higher education functions. In moving from an “instruction paradigm” to a learning paradigm, Barr and Tagg prompted us to consider what, when and how students learn – and shift the focus away from content and content-delivery. This new emphasis on outputs (i.e. learning outcomes) instead of inputs challenged us to rethink faculty roles, pedagogical approaches, and the support of learning across the entire institution.

Since 1995, the growth of information technology use in our society has dramatically altered how learning occurs. The pace of these e-learning innovations has recently quickened and we have many reasons to consider what the learning paradigm means today and in the near future. Collectively these innovations are moving our concept of higher education away from a content-focused “push” model towards a just-in-time “pull” model. Here are a few selected trends and innovations that educators need to collectively consider:

- **New ways of accessing information.** Tablet computers are proving to be a compelling tool for learning – and we can expect students to bring them to class in increasing numbers. As thin as a pad of paper and connected to the Internet, tablet computers will be especially useful in accessing online textbooks and other online resources. Much of this content will be increasingly “open” in nature (shared with relaxed copyright), to help control costs for students and to help ease the development of flexible course curricula.
- **Reconceiving the idea of “deep reading.”** Web browsing and brief Internet communications (e.g. Twitter) may be marginalizing the deep and reflective forms of reading that we typically expect all students to pursue. Even as more communication channels are opened online, including digital multimedia, how will we help students read long texts, think critically and become reflective? Some possible suggestions are offered on page 2.

- **Flipping the classroom.** By moving course content completely online, student learning can be deepened by repurposing classroom time primarily for application of knowledge rather than the sharing of knowledge. Class time can become more engaging for students and faculty alike.
- **Learning spaces adapt to changing needs.** Physical learning environments have been changing dramatically to allow flexible seating arrangements and active learning approaches. But what should the classroom of the future look like? (Attend the related FES described on page .)
- **New forms of assessment.** With the advent of wearable computers, including eyeglasses with virtual digital displays, it will be close to impossible to prevent cheating in traditional tests and exams. New technologies such as electronic portfolios can offer more holistic forms of assessment that will help gauge student application of knowledge. (Attend the related FES described on page 13.)

See *The Learning Paradigm*, Page 3

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LTC AT-A-GLANCE

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**SUGGESTIONS
FOR IMPROVING
STUDENT LEARNING**

In spring and summer 2012, two groups of faculty and staff read and discussed Nicholas Carr's book, "What is the Internet Doing to Our Brains: The Shallows." Here are some suggestions that surfaced from the discussions that could help students master the ability to hold attention, become more reflective and to seek "delayed gratification":

1. Talk to students about the impact technology has on improving communication and broadening access information – but it also can distract from deep reading, reflection and consequently deep learning.
2. "Surfing" promotes shallow reading... so create assignments that emphasizes deeper reading and requires time for personal reflection. For example questions should probe for critical analysis and go beyond the retrieval of factual knowledge.
3. Model the way... demonstrate your own practices for deep reading and reflection.
4. Help students carve-out time for quiet reading and reflection – by developing good habits for studying.
5. Practice "time-out" sessions disconnected from the net.
6. Require students to keep a journal or blog to enhance reflection and memory-making.
7. Consider curricular and pedagogical reform that focus on skill-building for the information era. ■

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.

The Learning Paradigm, from Page 1

- **Credentialing expands beyond degrees and credit hours.**

Massive open online courses (MOOC's), recently described in the press, offer a compelling alternative for many students looking for education without committing to lengthy degree programs. Some universities and colleges are experimenting with the use of "badges" as a means to document this form of

just-in-time learning.

Each of the above examples can be considered a significant challenge and opportunity. For faculty and staff of the University of Dayton, we should consider the collective impact of these innovations and how they support our Catholic and Marianist mission. It is difficult to know when either of these innovations will become

well established, but our conception of our work will likely be altered. By using the framework offered by Barr and Tagg, we have a compelling means of realizing how best to integrate new technologies for the good of student learning. ■

Robert Barr, and John Tagg (1995) From Teaching to Learning – A New Paradigm for Undergraduate Education. *Change* 27:13-25

COMMON ACADEMIC PROGRAM (CAP) CROSSING BOUNDARIES REQUEST FOR PROPOSALS ROUND 3

The Provost's Office is pleased to report that 36 Crossing Boundaries grant proposals were approved during the 2011 – 12 academic year. The third and final round of requests for proposals for the development of Crossing Boundaries courses was announced in April to be submitted by October 15, 2012. For information on the grant application go to <http://www.udayton.edu/provost/cap/grants.php>.

Pilot courses will be awarded funding of \$2500 per person on the basis of their alignment with the Crossing Boundaries requirements and responses to the criteria and questions in the proposal form. Preference will be given to proposals that clearly define student learning outcomes and methods of assessment for continuous improvement. Collaboration with co-curricular departments is encouraged (e.g., Student Development, Campus Ministry, Center for International Programs, etc.). Applicants are required to have participated in at least 3 of the CAP Faculty Institute sessions. Contact Lora Butcher at lbutcher1@udayton.edu to register for the sessions. Individuals who were awarded grant funding in the first or second round are not eligible for additional funding. ■

RFP #	RFP ANNOUNCED	DUE DATE	AWARD DATE	COMPOSITE DEADLINE	PILOT COURSE TO BE TAUGHT
CB1	Apr. 29, 2011	Oct. 15, 2011	Nov. 15, 2011	Jan. 2012	Fall 2012 Spring 2013
CB2	Dec. 1, 2011	Mar. 15, 2012	May 4, 2012	Sept. 2012	Spring 2013 Summer 2013 Fall 2013
CB3	Apr. 30, 2012	Oct. 15, 2012	Nov. 15, 2012	Jan. 2013	Fall 2013 Spring 2014

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 spring semester is **Friday, September 14.**

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 which 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 lbutcher1@udayton.edu or call 937-229-3309. More information on the MID and a request form can be found at: <http://LTC.udayton.edu>. ■

FALL 2012 CAP FACULTY INSTITUTES

The Ryan C. Harris Learning Teaching Center Fall 2012 Common Academic Program (CAP) Faculty Institutes are designed to explore issues and approaches that are central to the creation or revamping of courses for inclusion in the CAP. The sessions are open to all faculty and members of the UD community. Participation in at least 3 of the workshops will make you eligible for the third round of CAP Crossing Boundaries Grant opportunities.

A description of each workshop is provided in the schedule below. A boxed lunch will be provided to participants of each workshop to enable you to “grab and go.”

Register for the workshop(s) that you will attend by contacting Lora Butcher at Lora.Butcher@notes.udayton.edu. You can also register by calling 937229-3309. ■

CROSSING BOUNDARIES INSTITUTE	
WORKSHOP 1: INTRODUCTION TO CAP AND LEARNER-CENTERED TEACHING Facilitator: Elizabeth Harrison & Sawyer Hunley Location: LTC Forum Date: Monday, September 17, 9:00 a.m. - 12:00 p.m.	Are you wondering what the Common Academic Program (CAP) is really all about? Find out in this workshop and explore the idea of learner-centered teaching that undergirds the CAP curriculum.
WORKSHOP 2: BACKWARD DESIGN AND STUDENT LEARNING OUTCOMES Facilitators: Elizabeth Harrison Location: LTC Meeting Space Date: Tuesday, September 18, 9:00 a.m. - 12:00 p.m.	Backward design is a method of designing a course while focusing on student learning outcomes, that is, on what we would like our students to learn from the course. Learn how this method works and how to articulate specific, concrete student learning outcomes that can guide you in both designing the course and assessing your students' learning.
WORKSHOP 3: ASSESSMENT FOR CONTINUOUS IMPROVEMENT Facilitator: Steve Wilhoit Location: LTC Forum Date: Wednesday, September 19, 12:30-3:30 p.m.	Central to improving our teaching and student learning is an understanding of what works in our classes and what doesn't. Assessment is key to developing this understanding. In this workshop, we will review useful methods of assessment and offer hands-on practice applying them in classes you teach.
WORKSHOP 4: DESIGNING COURSES FOR INTEGRATED LEARNING Facilitator: Beth Harrison Location: LTC Forum Date: Wednesday, September 19, 9:00 a.m. - 12:00 p.m.	What is “integrated learning”? How does it relate to our assumptions about teaching and learning? How does it relate to CAP? Work with colleagues from around the university to explore the concept of integrated learning and deepen your understanding of the possibilities for integration that are opened up by CAP.
WORKSHOP 5: TEACHING FOR PRACTICAL WISDOM Facilitator: Beth Harrison & Campus Ministry staff Location: LTC Studio Date: Thursday, September 20, 9:00 a.m. - 12:00 p.m.	The ability to lead a life of reasoned action, to take up one's responsibility in the world and act from and with practical wisdom, is a central value in the Marianist tradition and in the CAP curriculum. Participants in this workshop will examine the meaning of “practical wisdom” and explore how a variety of pedagogical strategies can be used to help their students understand and develop this important capacity.
WORKSHOP 6: CONTEMPORARY ISSUES IN LEARNING AND TEACHING: TECHNOLOGY AND GLOBAL LEARNING Facilitator: Beth Harrison, Ria Kapluck & David Wright Location: LTC Forum Date: Thursday, September 20, 1:30-4:30 p.m.	This workshop will focus on two contemporary issues in teaching and learning—technology and global learning—as foundational issues in CAP. Join us as we consider how we can best use technology to facilitate student learning in a global context in which it is increasingly important that graduates be able to collaborate effectively with people from diverse backgrounds and use ever newer technologies effectively.
WORKSHOP 7: TEACHING CRITICAL THINKING Facilitator: Beth Harrison Location: LTC Forum Date: Friday, September 21, 9:00 a.m. - 12:00 p.m.	We all seem to want our students to be critical thinkers, but what does that mean? What does it look like, and what can we do to help our students develop critical thinking skills? Share your ideas with others and gather new ideas for how to help our students become effective critical thinkers.

CAP Update: Where are We Now?

CAP COURSES

The 2012 – 13 academic year will be busy as we prepare for the inauguration of the Common Academic Program in Fall 2013. We are well on our way to having the first year courses offered for the incoming freshmen. New and revised courses for first year students include the Humanities Commons courses of Religious Studies, Philosophy, History, 1st year Writing, and Honors Writing. The new 3-credit hour Oral Communication course will replace the three 1-credit hour courses in Fall 2013. This Fall, 19 Humanities Commons courses, 11 Social Sciences courses, 12 Communications sections, and 7 Crossing Boundaries sections are being piloted.

The CAPC Committee will begin the CAP course review process in September using the course approval forms which were approved by the Academic Senate in Spring 2012. In order to encourage creativity, while maintaining the integrity of the Common Academic Program, two categories of course proposals have been identified. Proposals for CAP courses may satisfy a single CAP component or may include combinations of two or more CAP components.

CATEGORY 1: The first category includes courses that meet the explicit criteria in the CAP policy document for CAP elements including single components and combinations of two or more components that are explicitly allowed.

CATEGORY 2: The second category provides an opportunity for courses that incorporate combinations of CAP elements that are neither explicitly allowed nor explicitly prohibited in the CAP policy document.

The paper version of the course approval form will be used until the electronic process has been completed. Electronic submissions are expected to begin this fall. To access these forms, go to http://www.udayton.edu/provost/cap/course_approval.php.

CAP ASSESSMENT COORDINATOR

In June, Nita Teeters, who was hired as the Assessment Coordinator for CAP, was welcomed to her



new office in the Learning Teaching Center. Her collaborative and positive approach has already made her an integral part of the LTC. She is

particularly suited for this position with her management, administration, and writing skills. Her work with secondary adult career-tech, and higher education students, faculty, and administration will serve her well as she deploys her database creation and management knowledge to support the Common Academic Program. Among other things, Nita will be working with the University Assessment Committee to update and expand the assessment of student learning outcomes. Please join the LTC in giving her a UD welcome.

BANNER, COURSE LEAF AND CAP

A committee designated by the Provost has been formed to coordinate efforts for updating Banner and all of the electronic systems related to the CAP curricular changes. The Banner committee will create an easy to follow guide that can be used by students and their advisers for course selection, as well as for faculty who are developing courses, and departments that are mapping their courses of study. ■

Crossing Boundaries Grant Preparation Workshops

These sessions are individualized for participants who are preparing to apply for the third round of the Crossing Boundaries grant submission. Although, these sessions do not count toward the 3-hour faculty development requirement for the grant, they are intended to facilitate and provide feedback regarding the intricacies for responding to the CAP course requirements.

Facilitator: Sawyer Hunley

Location: LTC Conference Room 027C

Thursday, September 13
10:00 – 11:00 a.m.

Monday, September 17
1:00 – 2:00 p.m.

Tuesday, October 2
1:00 – 2:00 p.m.

Crossing Boundaries Grant Cohort 2 Sessions

Members of the 2nd Cohort of Crossing Boundaries Grant Recipients will be participating in two cohort session opportunities. These sessions will provide information and resources to support the creation of the new CAP courses. In addition, you will learn about course development ideas from peers in the cohort.

Cohort 2 Recipients will choose one of the two dates from Session One, and a total of three 30-minute options from the two days of offerings in Session Two.

Session One Options (choose 1)

Wednesday, September 5
11:30 a.m. – 1:00 p.m.

Thursday, September 13
3:00 – 4:30 p.m.

AND

Session Two Options (choose 1)

Wednesday, October 24
11:30 a.m. – 1:00 p.m.

Thursday, October 25
3:00 – 4:30 p.m.

Specifics about the sessions, calendar invitations and an enrollment form will be sent electronically to Cohort 2 Recipients soon.

Please contact Sawyer Hunley 937-229-3316 or Nita Teeters 937-229-5534 if you should have any questions or have teaching conflicts with all options. ■

BE SURE TO FOLLOW CAP UPDATES ONLINE AT
www.udayton.edu/provost/cap

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 various ceremonies and forums.

2012 FACULTY AWARD IN SCHOLARSHIP

DR. PARTHA BANERJEE

Dr. Partha Banerjee has been an outstanding and highly productive faculty member in the Department of Electrical and Computer Engineering, and the Electro-Optics Program since joining the University of Dayton in 2000. He served as Chair of Electrical and Computer Engineering from 2000-2005.

Since graduating from the University of Iowa with a PhD in Electrical and Computer Engineering in 1983, Dr. Banerjee has been faculty at Syracuse University from 1984-1991, and at the University of Alabama in Huntsville from 1991-2000. He is internationally recognized for his pioneering work in acousto-optics, photorefractives, nonlinear optics, holography, and metamaterials. While at Syracuse University, he received the National Science Foundation's Presidential Young Investigator Award in 1987 for his work on nonlinear optics and acousto-optics. While at the University of Alabama in Huntsville, he was awarded for his pioneering work on dynamic holography and photorefractives by being named a Fellow of the Optical Society of America in 1995 and a Fellow of the International Society of Photonics Engineers (SPIE) in 1999.

At UD, Dr. Banerjee has established himself as an international leader in the areas of digital holography and metamaterials. He organized the Optical Society of America's international meeting on Digital Holography in 2010, and has been on its technical and/or

advisory committee since its inception. His work on digital holography has been funded by the Air Force and Army, and part of this work was one of the 11 out of over 500 that received the Army SBIR Achievement award in 2011. This work has also opened the door to



extensive collaboration with LOCI, which works on LIDAR or laser radars. Furthermore, the first negative index material working in blue light using binary co-sputtered nanoparticles, funded by DARPA, has been recently developed and tested at UD under his supervision, and is a fine example of collaboration with researchers from Electro-Optics, Physics, Electrical and Computer Engineering, Materials, and UDRI. Over the last six years alone, he is responsible for grants and contracts over \$2.5M. Dr. Banerjee received the Sigma Xi excellence in research award in 2003.

To date, Dr. Banerjee has published 5 textbooks, over 120 refereed journal papers, and over 150 conference papers/presentations, and holds 1 patent. He has supervised over 20 Ph.D. dissertations and 10 M.S. theses. He serves in many technical committees, and is topical editor of Applied Optics.

In recognition of his contributions to "the advancement of physics as a discipline and a profession", he was recently named a Fellow of the Institute of Physics. The Institute of Physics is a prestigious world-renowned scientific society that originated in England in 1920 to advance physics research, application and education, and includes such notable Fellows as Sir John Pendry, Sir Peter Knight, and Dr. Steven Chu. Dr. Banerjee was also recently chosen to receive the Dayton area Affiliate Societies Council's best researcher award.

Watch the award video on Partha online at <http://youtu.be/R3mCSVf-u3c>.

2012 FACULTY AWARD IN TEACHING

DR. ROGER N. REEB

Dr. Roger N. Reeb has been an outstanding and highly productive faculty member in the Department of Psychology since joining the University of Dayton in 1993. Since 2006, he has served as the Director of Graduate Programs in Psychology.

Dr. Reeb has distinguished himself as an outstanding and innovative educator who integrates his teaching, research, and scholarship in complementary ways. He has maintained an excellent record of teaching at both graduate and undergraduate levels. Due to Dr. Reeb's successful use of service-learning in his courses, he was awarded the University of Dayton's Outstanding Faculty Service-Learning Award as well as the University of Dayton's Service-Learning Faculty Research Award. In addition, he was nominated

for the National Ehrlich Faculty Award for Service-Learning by the former UD President, Brother Raymond L. Fitz.

Dr. Reeb is a challenging and demanding teacher who sets high standards. Students regularly comment that they learn a great deal in his courses, and they describe him as a highly

knowledgeable professor who has a great deal of passion for the subject matter. With an emphasis on civic engagement and service-learning, accompanied by a scientist-practitioner perspective, Dr. Reeb educates the whole person by fostering socially-responsive



knowledge in his students, as he inspires them to link theory and research with leadership and service. Also, Dr. Reeb's teaching is informed by his own community engagement, such as his service as a Board Member for the National Alliance on Mental Illness and the Homeless Solutions Board in Montgomery County, Ohio.

Dr. Reeb has earned a national reputation for research and scholarship on service-learning and civic engagement. His work in this area has been published in competitive peer-reviewed journals and presented at regional, national, and international conferences. In

addition, he published a book on service-learning and civic engagement, and he served as editor for a special issue on service-learning research in the *American Journal of Community Psychology*. Recently, Dr. Reeb published a conceptual model that guides and informs the development of multidisciplinary service-learning courses, including a new course Engaged Scholarship for Homelessness, which he is offering in support of our Common Academic Program.

Dr. Reeb also serves as a mentor outside of the classroom. He has chaired 25 completed M.A. theses, and he routinely involves students in his research at a level where they earn co-authorship on publications and conference presentations.

Watch the award video on Roger online at <http://youtu.be/t5SRXiGt5OE>. ■

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).

Diversity Across the Curriculum (DAC) Workshop

Faculty from Anthropology, Communication, Engineering Technology, English, Health and Sport Science, History, Philosophy, Psychology, Religious Studies, Social Work, Sociology, and Teacher Education have participated in the DAC workshop during the past two Fall semesters. This year additional faculty from some of these departments will be joined by faculty from Counselor Education, Music, and Political Science.

The workshop provides faculty with resources and opportunities for conversation as they address the University's diversity learning outcome for the undergraduate curriculum. Co-facilitators for this year are Drs. Denise James (Assistant Professor of Philosophy) and Patricia Johnson (Alumni Chair in Humanities). Faculty who participate are provided with a small faculty development award and are eligible to apply for additional funds to support the development of opportunities for sharing what they have learned with their departments and units.

For further information, contact either Denise James or Pat Johnson.

SAVE THE DATE ADJUNCT FACULTY WORKSHOP

This fall's Adjunct Faculty Workshop, sponsored by the Faculty Development Committee, will be held on **Saturday, October 27, 2012**. It begins at 8:30 a.m. with a continental breakfast in the Ryan C. Harris Learning Teaching Center with the morning sessions beginning at 9:45 a.m. Details of the sessions are still being finalized, and a letter of invitation and program will be distributed in September.

For more information, please contact Lora Butcher, Faculty Development Coordinator, at lbutcher1@udayton.edu or 937-229-3309. ■



THE SALON - *aut delectare aut prodesse est*

The Faculty Development Committee is pleased to introduce The Salon. Prepare to be intrigued by controversial topics which will be presented to the gathering by a provocateur. The venue includes an enlightened, colleague-to-colleague discussion in a relaxed atmosphere – while enjoying spirits and hors d'oeuvres.

Dictionaries defines a “salon” as a gathering of people under the roof of an inspiring host, held partly to amuse one another and partly to refine taste and increase their knowledge of the participants through conversation. These gatherings often consciously followed Horace’s definition of the aims of poetry, “either to please or to educate” (“aut delectare aut prodesse est”). Salons, commonly associated with French literary and philosophical movements of the 17th and 18th centuries, were carried on until quite recently, in urban settings, among like-minded people.

The dates for The Salon this fall are September 21, October 19 and November 9. Each event will be held on a Friday afternoon from 3:00 p.m. to 5:00 p.m. at a conducive, “walk-to” campus location.

The Salon on September 21 will be held in the Barrett Dining Room at Kennedy Union, and will feature provocateur Dr. Marilyn Fisher. Dr. Fischer teaches in our Philosophy Department and particularly enjoys interdisciplinary work, learning with colleagues and students in the Core, Human Rights, and Women’s and Gender Studies Programs. She is currently writing a book on Jane Addams’s cosmopolitan pluralism.

The topic for discussion will be “Global Cities, Local Deprivation” and you will be challenged to deliberate whether being local in a global world is a sign of social deprivation and degradation. Polish sociologist Zygmunt Bauman thinks so. We will look at how the neoliberal global economy functions through

networks of global cities. These networks include migration patterns for capital, global elites, and the immigrants who service them. As global elites become increasingly detached from a sense of belonging to and responsibility for specific locations, how does that change the meaning and value of local places and the people who dwell there?

On October 19, The Salon will be held in Gallery C at ArtStreet and our provocateur will be Professor Dennis Greene from the School of Law. Professor Greene teaches in the areas of Constitutional Law,

Entertainment Law and – in the College of Arts and Sciences – Film. He is a graduate of Columbia University (B.A.), Harvard Graduate School of Education (Ed.M.) and Yale Law School (J.D.). He has worked in the music, television and film industries, and has a newly-released book out on Entertainment Law and Business. Notably, he cofounded the group “Sha Na Na” as an undergraduate at Columbia University and, having achieved fame, toured internationally from 1969-1977.

Professor Greene will present as his discussion topic “Digital Technology: From Academia to Hollywood, Its Ability to Disrupt, To Redefine and To Empower Us All”. This salon session is designed to open conversation on the impact

of digital technology on the multiple worlds in which faculty operate: the academic community, their professional community and their family life. The discussion will focus on what the salon participants consider to be the pros and cons of this global phenomenon.

On November 9, we look forward to hearing from John V. Clarke, Associate Professor in Graphic Design, who will provoke your sensibilities in the Department of Visual Arts’ Gallery 249 in College Park Center. Professor Clarke, a graduate of the Rhode Island School of Design (MFA Graphic Design), specializes in the history, tradition, principles, and practice of typography with a decided interest in information design.

A passionate woodworker and architecture enthusiast, Profes-

sor Clarke will share “Portals”, representing his interest in the design, construction, and function of traditional architectural elements and their analogous relationships to aesthetics, methodology, and craft. Following, with the pragmatics of design aside, the material will lead to a dialogue of education, vocation, connoisseurship, collaboration, and the role of the historic in what we impart to our students today.

Attendance will be limited to 30-40 in order to encourage an ideal environment for lively discourse. Be sure to make your reservation early. You may contact Lora Butcher at 937-229-3309 or lbutcher1@udayton.edu to reserve your spot.

For more information, visit http://www.udayton.edu/provost/cap/fac_development/salon ■



UD Opens a New Statistical Consulting Center

Have you ever needed some advice on the correct statistical procedures to use for analyzing your data? Or ever been working on a proposal and needed some help in planning the most efficient way to collect data for your project? Or just wanted to learn more about a statistical procedure you saw used in a journal article? Starting in the fall semester of 2012, you will have a place to go for help with statistics in the newly created Statistical Consulting Center being established by the College of Arts and Sciences in the Department of Mathematics.

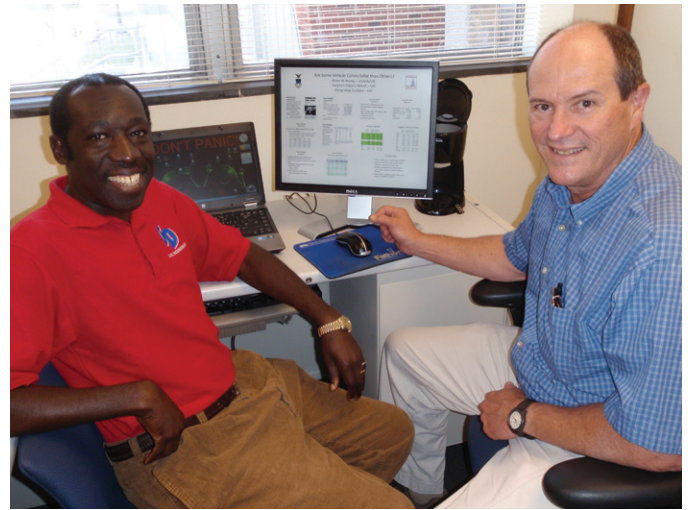
The need for statistical consulting services has been growing throughout the university and a recent survey indicated significant interest in having better access to help with statistics. About 80 percent of the respondents indicated that they at least occasionally used statistics in their research and sometimes wanted to learn more about a particular statistical analysis and 70 percent indicated that they would use a statistical consulting service if it were available. The Department of Mathematics proposed the creation of a Statistical Consulting Center in response to this survey resulting in the creation of the center starting this coming fall semester.

The center will initially be staffed by Dr. Peter Hovey in the Department of Mathematics. Dr. Hovey joined the department in 2001 after spending about 20 years as a

consulting statistician in the Research Institute here at UD. During that time he primarily worked on applications in aerospace engineering, but also worked on biological and chemical engineering projects as well. Since joining the department he has helped with projects in the areas of sports science and traffic studies in the department of Civil Engineering.

The center will provide general statistical consulting services for both university and external customers. The available services will range from simple data entry to collaborative research that requires new statistical methods. A partial list of aid the center can supply includes design of experiments and sample size determination, analysis of data and statistical programming, probabilistic modeling and Monte Carlo simulations, and development of customized statistical analysis procedures. The center can also create customized workshops and short courses on special topics.

The fee structure for statistical consulting services will depend on the nature of the work and the customer. The first hour of any consultation is free to provide an opportunity to determine the nature of the problem



Dr. Peter Hovey discusses a statistical analysis of the impact of car color on the likelihood of being in an accident with Dr. Deogratias Eustace of the Department of Civil Engineering.

and estimate how much time will be needed. Collaborative research that would result in coauthored journal articles is also free and consultation on grant or contract proposals is free if support for the statistician is written into the proposal. Fees are charged for larger jobs and external customers however, the rates for internal and government clients are lower than for external profit-based customers and are competitive with consulting centers at other universities.

Look for the Statistical Consulting Center website on the Department of Mathematics web page in late August for more information, or contact Pete Hovey at phovey1@udayton.edu or call at 937-229-2964. Attend the related FES described on page 11. ■

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:

Mike McClure – 229-2137

E-LEARNING:

Ryan Allen – 229-2233

OFFICE OF LEARNING

RESOURCES:

Beth Harrison – 229-3383

FACULTY DEVELOPMENT & CURRICULUM INNOVATION:

Beth Harrison – 229-3383

David Wright – 229-4604

Steve Wilhoit – 229-5317

READING GROUPS

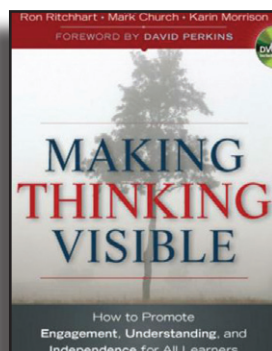
Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners by Ron Ritchhart, Mark Church, and Karin Morrison

*Facilitated by Elizabeth Harrison
(LTC, Office of Learning Resources)*

Visible Thinking is a research-based approach to teaching thinking, begun at Harvard's Project Zero, that develops students' thinking dispositions, while at the same time deepening their understanding of the topics they study. Rather than a set of fixed lessons, Visible Thinking is a varied collection of practices, including thinking routines small sets of questions or a short sequence of steps as well as the documentation of student thinking. Using this process thinking becomes visible as the students' different viewpoints are expressed, documented, discussed and reflected upon. This approach:

- Helps direct student thinking and structure classroom discussion
- Can be applied with students at all grade levels and in all content areas
- Includes easy-to-implement classroom strategies

Ron Ritchhart, Ed.D. is a senior researcher at Project Zero, Harvard Graduate School of Education. Mark Church is the Learning, Assessment, and Instructional Resource Supervisor for the Traverse City Area Public Schools in Michigan. Karin Morrison is director of The Development Centre at Independent Schools Victoria, Australia and instructor for the WIDE World online course, Making Thinking Visible, at Harvard. ■



DISCUSSION DATES

THURSDAYS, 10-11 a.m.
Attend as many as desired:

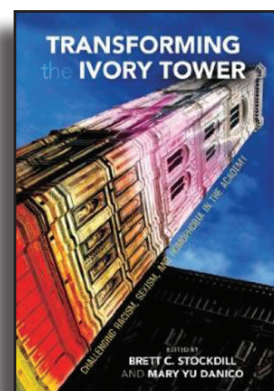
Sept. 13, LTC Studio
Sept. 27, LTC Forum
Oct. 11, LTC Studio
Oct. 25, LTC Studio
Nov. 8, LTC Forum
Nov. 15, LTC Studio

To register, contact Lora Butcher at lbutcher1@udayton.edu or call 937-229-3309.

Transforming the Ivory Tower: Challenging Racism, Sexism, and Homophobia in the Academy by Brett Stockdill, and Mary Yu Danico

*Facilitated by Jamie Longazel
(Department of Sociology, Anthropology and Social Work)*

People outside and within colleges and universities often view these institutions as fair and reasonable, far removed from the inequalities that afflict society in general. Despite greater numbers of women, working class people, people of color, and members of the LGBTQ community, over the past fifty years, universities remain "ivory towers" that perpetuate institutionalized forms of sexism, classism, racism, and homophobia. Transforming the Ivory Tower builds on the rich legacy of historical struggles to open universities to dissenting voices. Contributors to this edited volume demonstrate, by critically examining personal and collective struggles, that oppressed groups continue to face systemic forms of bias and discrimination on campuses across the country. Curriculum and pedagogy, evaluation of scholarship, and the processes of tenure and promotion are all laden with inequities both blatant and covert. Speaking from different social spaces and backgrounds, they analyze antiracist, feminist, and queer approaches to teaching and mentoring, research and writing, academic culture and practices, growth and development of disciplines, campus activism, university-community partnerships, and confronting privilege. Join us for what should be a lively discussion around issues very pertinent to UD. ■



DISCUSSION DATES

THURSDAYS, 2-3:15 p.m.
LTC Meeting Space

Attend as many as desired:
Sept. 6 Nov. 1
Sept. 27 Nov. 15
Oct. 18

To register, please contact Lora Butcher at lbutcher1@udayton.edu or call 937-229-3309.

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.

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 at 937-229-3309 or lbutcher1@udayton.edu.

**ALL SESSIONS
ARE FROM
12:00-1:15 PM
IN THE LTC
FORUM. LUNCH
PROVIDED.**

INTRODUCTION TO THE NEW STATISTICAL CONSULTING CENTER

HOSTED BY Pete Hovey (Mathematics)

DATE Tuesday, September 11

The University of Dayton has established a Statistical Consulting Center within the Department of Mathematics. This talk will introduce participants to the Center, describe the types of services offered, and discuss how to use the Center. The presentation will include several examples of statistical consulting which has been conducted by the faculty in the Mathematics Department prior to the formation of the Center. Also, there will be a dialogue to get input about the needs of faculty and graduate students throughout the University.

STRENGTHENING THE COMMUNITY: SUPPORTING FACULTY AND STAFF OF COLOR

HOSTED BY Leslie Picca (Sociology, Anthropology, and Social Work) and panel

DATE Tuesday, September 18

This session will explore the racial climate on campus, with the goal of writing actionable strategies to support people of color at UD and educate the entire community about racial microaggressions on campus. A panel of several faculty will spend a few minutes each describing challenges faced by faculty and staff of color at a predominately white institution, and effective specific strategies of support. An open discussion will follow. This topic is of critical importance as supporting every member of the UD community impacts both retention and recruitment initiatives. Exploring the racial campus climate at UD impacts each of us.

THE UNFORESEEN VALUE OF INCLUSIVE INSTRUCTION: HOW MAKING YOUR CLASSROOM ACCESSIBLE CAN MAKE YOUR TEACHING EASIER

HOSTED BY Russell Thomas (Inclusive Instruction Project Team) and Elizabeth Harrison (Office of Learning Resources)

DATE Monday, September 24

Today's technological advances have opened doors for a student base which includes a greater range of capabilities than ever before. With this, legal, ethical, and practical demands are growing daily to

meet its needs. Traditional methods of addressing what the education community commonly refers to as "accessibility," have been too often difficult to embrace, and if they are meaningful, too often short-lived. At the heart of these challenges is the way educators view accessibility and the corresponding concept of disability. Most of today's educators are well aware that there are laws which require institutions to ensure equal access to education for every student. Most even, embrace the ethical considerations behind them. Yet, few schools have been consistent at putting these requirements into practice; they challenge an already over-burdened faculty and administration which too often cringe at the thought of any additional work their implementation might entail.

This presentation is part of the Inclusive Instruction Project. Its purpose is to shine a new light on the question of accessibility. The Project strives to show that when teachers effectively conceive of and implement required changes, the challenges of accessibility become opportunities. Not only, do they fulfill legal and ethical requirements, but improve instructional efficiency, effectiveness, and relevancy. The Project shows how making your classroom accessible, can make your teaching easier.

WHAT DOES YOUR FUTURE CLASSROOM LOOK LIKE?

HOSTED BY David Wright (LTC/UDit), Angela Parker (UDit), Ria Kapluck (UDit) and Faculty Panel

DATE Tuesday, October 2

An important lesson shared by teachers and students using new and innovative learning spaces on campus (such as the LTC Studio), is that physical space has an enormous impact on pedagogy and student learning. Recent advances in the types of technology available to students and teachers also bring changes in teaching approaches as well as the very nature of how knowledge is created and shared. As the campus is in the midst of significant curricular change, the question of classroom design seems especially relevant. So what will the classroom of tomorrow look like? Please come and join this panel discussion as we share perspectives and lessons learned from existing learning spaces on campus. We also seek to discover your thoughts on what you hope to see in classrooms of the future.

HELPING STUDENTS ATTAIN PRESTIGIOUS FELLOWSHIPS: A FACULTY MEMBER'S ROLE

HOSTED BY Laura Cotten (University Honors Program)

DATE Tuesday, October 23

Ever wonder about prestigious fellowships? Come learn about what it means for a student to win a Rhodes, Fulbright, Marshall, Mitchell, Goldwater or numerous other awards. Learn how you can assist the new Associate Director for the University Honors Program in identifying qualified students throughout UD's campus. This seminar will explore a wide variety of fellowship opportunities for students, how applying for these awards enables students to become better students, and how winning these awards can change their lives for the better.

REFLECTIONS ON TEACHING: DEEP, CRITICAL, AND REFLECTIVE TEACHING ACTIVITIES

HOSTED BY Molly Schaller (Counselor Education and Human Services), George Scheuermann (Teacher Education), and Art Jipson (Criminal Justice Studies)

DATE Monday, October 29

This discussion will focus upon several techniques, activities, and classroom exercises that the panelists use to create, understand, and expand student learning and understanding. These techniques include managing deep and critical reading and analysis exercises, keeping a class diary, framing of course goals and objectives, and innovating engagement through the use of social and other media. Participants are encouraged to come and share personal experiences and activities they have used successfully with their own classes.

SELF-EFFICACY IN SERVICE-LEARNING COMMUNITY ACTION RESEARCH: THEORY, RESEARCH, AND PRACTICE

HOSTED BY Roger Reeb (Psychology) and Nyssa Snow (Graduate Student in Clinical Psychology)

DATE Wednesday, October 31

This session explores an important theoretical underpinning of service learning and the associated best practices associated with learning through participation in a service learning project. The session will explore four themes: First, an overview of research and theory on the self-efficacy construct will be provided, and the central role of self-efficacy in service-learning will be explored. Second, over 15 years of validation research on the Community Service Self-Efficacy Scale (CSSES) will be reviewed. The CSSES measures the individual's confidence in his or her own ability to make clinically (meaningfully) significant contributions to the community through service. Third, self-efficacy will be discussed within a broad theoretical framework for service-learning and engaged scholarship. Fourth, the practical uses of the CSSES will be discussed.

GLOBAL EDUCATION SEMINAR, CHINA: PART 1 (FACULTY DEVELOPMENT THROUGH A YEAR-LONG EXPLORATION OF CHINA, AND INTERNATIONALIZATION AT THE UNIVERSITY OF DAYTON)

HOSTED BY Tricia Barger (Center for International Programs) and panel

DATE Monday, November 5

Faculty engagement plays an essential role in the successful internationalization of a university. Past participants in the Global Education Seminar: China 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 Global Education Seminar serves as a key element for supporting academic units' strategic plans for internationalization by broadening the pedagogical and scholarly horizons of faculty members. The program provides faculty 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.

BUILDING A COMMUNITY OF LEARNING: MUTUAL EXPECTATIONS OF STUDENTS AND TEACHERS

HOSTED BY Jon Hess (Communication), Allen McGrew (Geology), Mark Masthay (Chemistry), Jayne Henson (Communication), and Dick Ferguson (Fitz Center for Communication in Leadership)

DATE Wednesday, November 7

A panel of recent participants will share their experiences at the annual Wakonse Conference on College Teaching as a prelude to a discussing strategies for building a community of learning. Participants will talk about the opportunities this conference presents (UD sends a team each year) and will offer one concrete tool that faculty can use to enhance learning -- helping students and faculty understand mutual expectations. Participants at this session should leave with a useful tool that can significantly improve student experience and learning, and should also learn about the opportunity that the Wakonse Conference offers UD's faculty and graduate TAs.

STUDENT COMMUNITY SERVICE: ADDRESSING LIABILITY AND RISK MANAGEMENT

HOSTED BY Kelly Bohrer (Center for Social Concern), Joanne Troha (Fitz Center), and Robin Oldfield (Environmental Health and Safety/Risk Management)

DATE Wednesday, November 14

Do you ask students to do service for your course? How about for your LLC or departmental programs? Are you an advisor of a student organization which does community service? Do you have students working with children? If you answer "yes" to any of these

questions, this session will provide the information you need to manage risk and liability for such activities. During this session, we will highlight what the risks and liabilities are and how to approach them for students volunteering in our community. We will also discuss examples of how the Fitz Center for Leadership in Community and the Center for Social Concern work with these issues. Robin Oldfield, Director of the Environmental Health and Safety/Risk Management office, will also share insight's and information.

**GLOBAL EDUCATION SEMINAR, CHINA: PART 2
(FACULTY DEVELOPMENT THROUGH A YEAR-LONG EXPLORATION
OF CHINA, AND INTERNATIONALIZATION AT THE UNIVERSITY OF
DAYTON)**

HOSTED BY Tricia Barger (Center for International Programs) and panel
DATE Thursday, November 15

Faculty engagement plays an essential role in the successful internationalization of a university. Participants in the second year of the Global Education Seminar 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 Global Education Seminar serves as a key element for supporting academic units' strategic plans for internationalization by broadening the pedagogical and scholarly horizons of faculty members. The program provides faculty 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.

**ACADEMIC DISHONESTY AND THE FUTURE OF LEARNING
ASSESSMENT**

HOSTED BY David Wright (LTC/UDit), Ann Biswas (English), Heidi McGrew (Geology)

DATE Tuesday, November 27

Academic dishonesty has been a perennial problem in education, but has recently gained more attention in the press as more classes are delivered online, where the potential for academic dishonesty is potentially higher than traditional face-to-face classes. Plagiarism also remains foremost in the minds of all instructors as one of the most common forms of cheating. Looking to the future, all classes may need to significantly change as new technologies challenge the ability to use traditional learning assessments such as exams and tests. Wearable computers and display technologies built into glasses and contact lenses are expected to be commonplace in the near future. These "disruptive innovations" prompt us to rethink the outcomes we seek for our courses and the corresponding types of assessments used to measure student learning. Join in this panel discussion on the challenges brought by cheating today and in the future. ■

The Faculty Development Committee consists of Janet Bednarek (History), Deb Bickford (Office of Provost/LTC/SBA), Becky Blust (Engineering Technology), Rebecca Cochran (School of Law), 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), Qiwen Zhan (Electro-Optics), and Lora Butcher (LTC).

**CALL FOR
PROPOSALS**

The deadline to submit a FES proposal for Spring 2013 is
Friday, October 12, 2012.

If you have any questions, please contact Lora Butcher at lbutcher1@udayton.edu or call 937-229-3309. More information on the FES and the request for proposals can be found at:

<http://LTC.udayton.edu>

**CONTINUING
SERIES:
CLASSROOM
STRATEGIES FOR
DIVERSITY AND
INCLUSION**

In February, we hosted a panel presentation and open discussion with panelists Marilyn Fischer, Rochonda Nenonene, and Steve Wilhoit, exploring strategies for facilitating a healthy classroom climate when addressing potentially sensitive or explosive topics involving diversity and inclusion. In March, the Missouri Theatre Troupe gave participants the opportunity to experience how instructor behavior can impact student outcomes. Both sessions were very well attended and evoked dialogue and reflection. We will be continuing this series by offering programming in 2012-2013. Stay tuned for emails announcing programming. ■

INSIDE THE STUDIO

Last year, the LTC started a faculty development program called Inside the Studio, and judging from the faculty response it received, it was a hit. Based loosely on the long-running television show *Inside the Actor's Studio*, this program asks faculty from across the university to “teach” one class session of a course they are normally assigned with other faculty members attending as “students.” The faculty attending the session—representing a wide range of disciplines—engage in all of the activities students would normally complete in the presenting faculty member’s class. At the end of each session, time is set aside for discussion. Inside the Studio enables UD faculty not only to observe some of the school’s best teachers in action but also to experience that instructor’s teaching first hand. Faculty attending the sessions say they have left reinvigorated about teaching with new instructional techniques they hope to use in their own classes. Three Inside the Studio sessions will be held this fall term (dates and times TBA), and prior sessions are available on video at http://community.udayton.edu/provost/aali/ltc/development/inside_the_studio.php. ■

AsPIRE

This fall, the Learning Teaching Center will inaugurate a new faculty development program called AsPIRE: Associate Professor Inquiry, Reflection, and Exploration. UD will become one of the few universities in the country with a program like this devoted entirely to associate professors. Over the academic year, the eleven members of the cohort, each nominated by his or her dean, will reflect on and discuss the course of their academic careers thus far, identify areas of strength and interest, and chart plans for their futures. In a sense, AsPIRE offers these associate professors the opportunity to consider carefully their vocation, identify more clearly their specific callings, and make plans for a focused, purpose-driven career. ■

RESEARCH FELLOWS

The third cohort of Research Fellows will complete their work in the fall term. These twelve faculty members from across the curriculum at UD met roughly every three weeks during the spring term to learn more about support for research at the university, meet key administrators involved with the university’s research efforts, and discuss their current research projects. Fellows commit themselves to make significant progress on at least one of their projects over the summer and report back to the group in the fall. Fall sessions also provide Fellows with advice on how to deliver effective conference presentations and publish research successfully in peer-reviewed journals. The Research Fellow program is supported by the Learning Teaching Center and the Vice President for Research. ■

LTC WRITE PLACE

The number of undergraduate and graduate students coming to the Write Place for assistance continues to grow, reaching record numbers last year. Students visiting the Write Place found ample space to work with consultants in our newly refurbished space on the second floor of Roesch Library. This fall term Write Place staffing will grow as we partner with the English Department to have ten first- and second-year graduate teaching assistants join us. Some of the graduate assistants will work regular hours in the Write Place to consult with students. Others will serve as tutors in specific first-year writing courses. This pilot program will last one year.

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, cklimo1@udayton.edu or 937-229-2068. ■

ANNOUNCING SERIES: STRATEGIES FOR SUPPORTING STUDENT SUCCESS AND PERSISTENCE

Starting this fall, look for sessions on perspectives, issues and best practices related to supporting student success and retention.



USING ISIDORE TOOLS TO ENHANCE YOUR ONLINE OR SUPPLEMENTED COURSE

By Leah Bergman (Curriculum Innovation and E-Learning, LTC/UDit)

Have you used Isidore to support your classes during the past few years? Are you looking for new ways to engage and connect your students? There are several Isidore tools to choose from and they are flexible enough to accommodate unique teaching styles.

Here are some ideas if you're interested in trying something new:

- **ORGANIZE AND ENHANCE YOUR COURSE CONTENT WITH LESSON BUILDER.** You can use the new Lesson Builder tool to add files, movies, links, and other text to enhance your course content. You can also link directly to assignments, quizzes, and forum topics from within this tool (which makes navigation easier for students).
- **OFFER LOW-STAKES WEEKLY QUIZZES IN THE TESTS & QUIZZES.** The Tests & Quizzes tool is a good place to offer online quizzes to reinforce key concepts from the week. If your quizzes are made up of multiple choice, true/false, or fill-in the blank questions, Isidore will automatically grade them for you.
- **FACILITATE ONLINE DISCUSSIONS WITH FORUMS.** The Forums tool provides a great way to start discussions before class or to continue discussions after the class period has ended. The new 'Post First' option makes it so that students must enter their post before they can read what their classmates have entered. This ensures that each student writes something original.
- **TRY OUT GRADEBOOK+.** The new Gradebook+ tool allows instructors to easily set up their gradebook to drop the lowest number of items in a category or to add in extra credit points. This navigation of the Gradebook+ tool is similar to that of a spreadsheet. Both the old and new gradebook tools use the same data, so you can easily try the new Gradebook+ without having to start over again.
- **UTILIZE AUDIO AND VIDEO PODCASTS WITHIN SEVERAL DIFFERENT TOOLS.** The Assignments tool is a good place to provide feedback on a student's assignment using an audio or video file. In the Announcements tool, you can insert videos and audio files into weekly announcements to let students know what to expect in the

coming week. Being able to see your face and hear your voice helps students feel connected and adds some personalization to your course.

- **ENCOURAGE REFLECTION WITH BLOGS.** Asking students to reflect on their work or share an experience are great way to enhance their learning. The Blogs tool in Isidore makes it easy for students to add personal blog posts to your site. The blogs can be shared between you and the student or with the entire class.
- **ADD IMPORTANT DATES TO THE SCHEDULE TOOL.** Adding important dates to the Schedule tool is a quick and easy way to help students be successful. The dates may already exist in your syllabus but it won't take you long to enter them in the Schedule tool so that students never lose track of important deadlines.

Whether you're new to Isidore or would like to try something new and don't know where to start, the E-Learning Lab is here to help. We offer several large group training sessions each semester. If you prefer a one-on-one training consultation, we can meet with faculty individually by appointment. Get started today by contacting the E-Learning Lab at 937-229-5039 or e-learning@udayton.edu. ■

UDit HELP DESK AND WALK-IN CENTER HAS RELOCATED

The Udit Help Desk and Walk-in Center has moved from Miriam Hall and has relocated to Anderson Hall room 28. Access the Walk-in Center by entering Anderson Hall from the entrance facing the B-lot. Our phone number and email address remains the same... for all technology-related questions and requests please contact 937-229-3888 or email us at helpdesk@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. Please feel free to contact the E-Learning Lab directly (elearning@udayton.edu or 937-229-5039) if you'd like training in an area where no sessions are offered or if you're unable to attend the dates or times posted. ■

ISIDORE 101 – A HANDS-ON WORKSHOP

Facilitated by Leah Bergman

Are you ready to take your class online or supplement your classroom activities with Isidore? This one hour starter session will introduce users to Isidore, 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

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 COLLABORATE

Facilitated by Jerry Timbrook

Collaborate, previously named 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.



BOOSTING STUDENT ENGAGEMENT WITH CLICKERS

Facilitated by Jerry Timbrook

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/
Paul Dagnall/David Bauer*

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.

COLLECTING AND GRADING ASSIGNMENTS ONLINE WITH ISIDORE

Facilitated by Leah Bergman

Leave the endless piles of student papers on your desk behind. This session will provide an in-depth look at the Assignments tool in Isidore so that faculty can collect, grade, and provide quality feedback to student assignments online. We'll also cover specific integrated Assignment tool features such as TurnItIn Plagiarism Prevention and Gradebook integration.

ADDING AUDIO & VIDEO TO YOUR ONLINE COURSE

Facilitated by 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.



GETTING ACQUAINTED WITH THE ISIDORE GRADEBOOK TOOLS

Facilitated by Ryan Allen

You most likely know that you can keep track of grades for assignments and assessments submitted through Isidore by using the Gradebook tools within the system. Did you know that you can also enter grades for assignments completed outside of Isidore? Come to this session to learn the differences between the two Gradebook tools and how to configure the Gradebook tools for your class.

CREATING AND DELIVERING ONLINE EXAMS WITH ISIDORE

Facilitated by Ryan Allen

Have you wanted to offer an online exam but have been reluctant to do so? Offering exams online is a great way to save class time for other activities. During this session we'll go over all details and concerns regarding online testing. You'll learn how to build your exams in Isidore as well as how to configure the feedback and scores for students.



MANAGING ONLINE DISCUSSIONS WITH THE FORUMS TOOL

Facilitated by Jerry Timbrook

During this session, you'll learn how to use Isidore's Forums tool to establish a sense of community among students in your course. After the session, you'll be able to set-up forums and topics in your course so that students can have engaging discussions about important

course topics and can participate in active learning. Most importantly, you'll learn how to manage the forums so that students are getting the feedback and direction they need to succeed. ■

E-LEARNING SESSION SCHEDULE

To register for these sessions, please contact Lora Butcher at 937-229-3309 or lbutter1@udayton.edu.

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

AUGUST

Monday, August 27	12:00-1:00 p.m., LTC Forum	Isidore 101 - Getting Started with Isidore
Tuesday, August 28	3:00-4:30 p.m., LTC Forum	Isidore 201 - Advanced Uses and Tools

SEPTEMBER

Wednesday, September 5	3:00-4:00 p.m., LTC Forum	Getting Acquainted with the Isidore Gradebook Tools
Thursday, September 13	12-1:30 p.m., LTC TeamSpace	Teaching Virtually with Collaborate
Friday, September 14	12:00-1:00 p.m., LTC Forum	Collecting and Grading Assignments Online with Isidore
Tuesday, September 18	12:00-1:30 p.m., LTC TeamSpace	Creating and Delivering Online Exams with Isidore
Monday, September 24	12:00-1:00 p.m., LTC Studio	Managing Online Discussions with the Forums Tool
Thursday, September 27	3:00-4:00 p.m., LTC TeamSpace	Isidore 101 - Getting Started with Isidore
Friday, September 28	12:00-1:30 p.m., LTC Studio	Isidore 201 - Advanced Uses and Tools

OCTOBER

Tuesday, October 9	12:00-1:00 p.m., LTC Forum	Adding Audio & Video to your Online Course
Thursday, October 18	3:00-4:00 p.m., LTC TeamSpace	Boosting Student Engagement with Clickers
Friday, October 19	12:00-1:00 p.m., LTC Forum	E-Learning Update and Idea Exchange
Wednesday, October 24	3:00-4:00 p.m., LTC Forum	Collecting and Grading Assignments Online with Isidore
Tuesday, October 30	12:00-1:00 p.m., LTC Forum	Getting Acquainted with the Isidore Gradebook Tools

NOVEMBER

Wednesday, November 7	12:00-1:30 p.m., LTC Studio	Creating and Delivering Online Exams with Isidore
Tuesday, November 13	12:00-1:00 p.m., LTC Forum	Managing Online Discussions with the Forums Tool
Friday, November 16	12:00-1:30 p.m., LTC Forum	Teaching Virtually with Collaborate
Friday, November 30	12:00-1:00 p.m., LTC Studio	E-Learning Update and Idea Exchange

DECEMBER

Tuesday, December 4	3:00-4:00 p.m., LTC Forum	Getting Acquainted with the Isidore Gradebook Tools
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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? We can help! Call or email us to schedule an appointment.

OFFICE HOURS: Monday - Friday, 8:30 a.m. to 4:30 p.m.

ARE YOU OFF CAMPUS?

No problem. Call us at 937-229-5039.

The E-Learning Lab is located in suite 38 in the Learning Teaching Center. And on the web at

www.udayton.edu/udit/communications_collaboration/e-learning.

RECENT ISIDORE UPGRADES

By Leah Bergman (Curriculum Innovation and E-Learning, LTC/UDit)

Over the past several months, the E-Learning Lab's development team has been hard at work adding new features that have been frequently requested by faculty.

CHANGES TO ISIDORE ROSTERS

Beginning in fall 2012, Isidore will receive hourly updates from UD's student information system. This means that students will be added to your Isidore sites within an hour of officially registering for your course and will be dropped within an hour of officially dropping your course. This will cut down on the lag time traditionally experienced as rosters inevitably change at the beginning of the semester.

NEW FEATURES IN THE FORUMS TOOL

Open/close dates in Forums

A new update to the Forums tool allows you to restrict the dates on certain forums or topics. You can now choose to hide, show, or date restrict specific forums and topics. You'll find these new features in forum and topic settings underneath the "Availability" heading when creating the structure.

Topic Posting

Lock Topic (Disable topic postings) ☐ Yes ☒ No

Moderate Topic ☐ Yes ☒ No

Users must post before reading ☐ Yes ☒ No

Availability

☐ Show - display immediately with no time restriction

☒ Specify Dates - begin display on (optionally) specified Beginning Date/Time; hide display after (optionally) specified Ending Date/Time

Open Date: 8/22/2012 12:00 AM

Close Date: 8/29/2012 11:59 PM

Mark Threads Read

Automatically Mark All Messages in a Thread as Read ☒ Yes ☐ No

Post before Reading

If you would like to hide forum threads until students make their own, original posts, you can now do so. This requires students to contribute their own original ideas before they can read posts made by their classmates.

Topic Posting

Lock Topic (Disable topic postings) ☐ Yes ☒ No

Moderate Topic ☐ Yes ☒ No

Users must post before reading ☒ Yes ☐ No

Availability

☒ Show - display immediately with no time restriction

☐ Specify Dates - begin display on (optionally) specified Beginning Date/Time; hide display after (optionally) specified Ending Date/Time

OTHER NEW FEATURES REQUESTED BY FACULTY

'Quick Add' in the Schedule Tool

It's now even easier and faster to add events to the Schedule tool in your site. A new 'Quick Add' option gives you simple interface to quickly add multiple events to your Schedule at the same time.

Schedule

Quick Add Event(s)

To add an event to the schedule, complete the form and choose 'Add Event(s)' at the bottom. Click 'Add Another Scheduled Event' to add more than one event at once. Required items marked with *

Event(s)

* Title

* Date JUL 16 2012 * Start Time 00:00 am EDT Duration 1 Hours 00 Minutes Event Type Activity

[Add Another Event](#)

Auto-Forward Messages and Announcements to Email

The default behavior has been changed in the Announcements and Messages tool. The tools are now set to send an email to students' University email addresses by default. This change was made to keep important course notification or course messages from being missed by students and instructors.

ENGAGING CAPSTONE EXPERIENCES USING VIDEO PROJECTS

By John LeComte (Senior E-Media Specialist, LTC Media Arcade/UDit)

It's influential. It's powerful. And it sells!

Executives at Proctor & Gamble raved over the videos created last semester by UD business students – even though the students had very little prior experience with video production.

"P&G brand managers told us our work was better than that of their huge and expensive advertising agencies," says Irene Dickey, Lecturer in the Department of Management and Marketing, and Director of

the Proctor & Gamble Marketing Challenge in UD's School of Business Administration. "P&G showed us one of the videos developed by a leading advertising agency in the world and we had them beat!"

Dickey had required her "video inexperienced" seniors to include a video component as part of their

course, and the Media Arcade helped ensure the students developed the necessary video shooting and editing skills.

Peter Titlebaum, from the Department of Health and Sport Science, also assigned a video project that corporate executives would ultimately watch. His students created a thirty second commercial to publicize the NCAA basketball "First

Four" games at the UD arena.

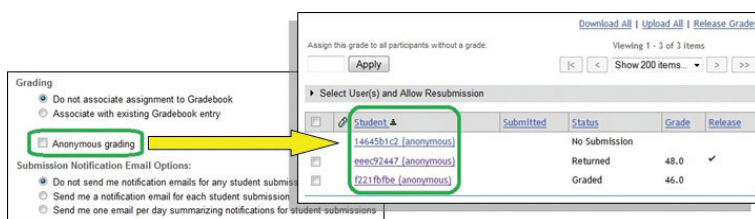
"My students (mostly seniors) wanted to know why they were getting this video and editing skill

(continued on next page)



Anonymous grading in Assignments

Some instructors requested that anonymous grading be available in Isidore's Assignments tool. An 'Anonymous grading' option can now be found in the assignment settings page under the "Grading" heading. This allows you to grade student submissions and assign grades without ever knowing the identity of the student that submitted the work (provided they didn't use their name in their uploaded submission).

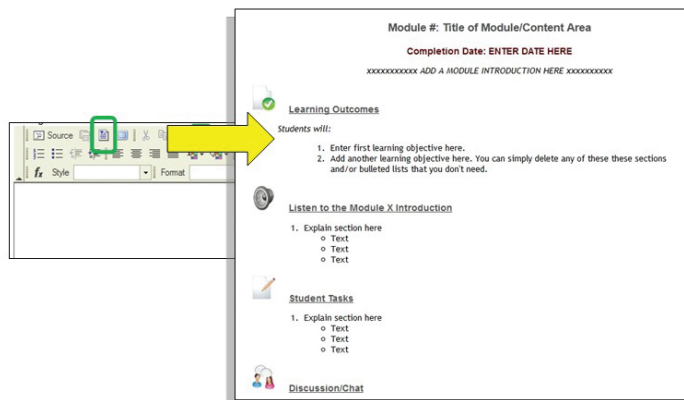
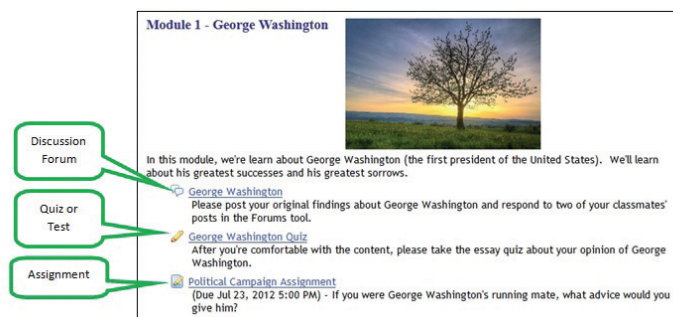


New 'Syllabus' and 'Module' Templates

The E-Learning Lab has created a syllabus template and a content module template that you can use within any tool that has a HTML editor. The course content template is designed so that all of your modules have a consistent look and feel for the students navigating through the tasks. We've provided a clean and useful structure – you just need to fill it in with your content. The template has built-in icons for learning outcomes, audio files, assignments, discussions, readings, and online activities. The syllabus template outlines the different syllabus sections (Learning Objectives, Grading, etc.) so that you can add your own custom text to it. You can add these templates to almost any tool by clicking on the "Templates" button within the HTML editor. ■

Updated version of Lesson Builder

The Lesson Builder tool has been updated to a new version. The update has several new features that include a student comments feature, icons that indicate what type of content is displayed, text that indicates that certain elements are restricted to groups, and new settings that allow subpages to be date released.



so late in their academic career," said Titlebaum. "It was great to give my class a new set of skills that not only could they use them for this project, but down the road."

Mathematics faculty member, Ginny Keen, says students appear to be much less familiar with video technology than what one might assume from this video generation. "Ideally, the students would have a video-creation experience early in their college career, perhaps a media literacy course," added Keen. "Without such a course, the Media Arcade is the only place where I can send students."

Keen's thoughts proved to be true. Several of the graduating seniors who



worked on their projects last semester stated that this was the first time they had ever created a video.

Some students didn't anticipate their first use of video would come in an Economics class. "I chose to have them create videos in order to make the project more engaging," says Trevor Collier, from the Department of Economics and Finance. "It allowed

the students involved in making the video to display creativity." Collier assigned a video project to motivate students to research and become more knowledgeable about specific government policies.

Collectively these stories are revealing that one of the most powerful capstone experiences can involve the use of digital multimedia as part of expressive and creative student projects that connect curriculum and contemporary issues.

Include the Media Arcade early in your planning process if you would like to adopt digital media projects with your students by contacting John LeComte at 937-229-2676 or jlecomte1@udayton.edu. ■

WHAT'S ON DECK LEARNING SUPPORT FOR FALL 2012

Supplemental Instruction and Walk-In Tutoring

The Office of Learning Resource (OLR, formerly the Office of Student Learning Services) plans to offer course-based learning support for the following courses in FA12. For more information or to download the schedule, visit <http://go.udayton.edu/learning>. Schedules are finalized early each semester and posted to the OLR web site.

Supplemental Instruction (SI)

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

- BIO 151 02, 03, 05, 07, 08, 10
- 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

Walk-In Tutoring

Free tutoring is available for many general education classes. Students who attend the Walk-In Tutoring service work individually or in small groups with a Tutor who has taken the course and has been successful in it. Walk-In Tutoring takes place in Marianist Hall Learning Space.

- ACC 207, 208
- BIO 101, 151, 152
- CHM 123, 124, 313, 314
- ECO 203, 204
- MTH 114, 128, 129, 148, 149, 168, 169, 207, 218, 219
- PHY 201, 202, 206, 207
- PSY 101
- SOC 103

Faculty and Staff: Check out our new resources for you!

OLR has recently revamped its online resources for faculty and staff. Here are few highlights of what you can find:

- Updated accessible syllabus template (includes: academic honesty statement, disability statement, final exam procedures, and academic support statement)
- App section for enhancing learning
- Faculty and resource tab with articles, links, and more
- Featured tips, books, and videos
- Printable brochures (student and faculty/staff version)
- Printable service schedule
- New online form for faculty recommending Tutors or Supplemental Instruction Leaders for by OLR. ■

GIVING ACCESSIBLE FEEDBACK ON STUDENT WRITING

We have several students on campus this year who have visual impairments or are blind. The LTC's Office of Learning Resources has been developing a collection of short introductions to a variety of topics to help you be prepared to work with these students. Here we talk about giving accessible feedback on student writing. Make sure you also read the article on Service Animals on page 22.

Giving feedback is perhaps the most important way we can help students improve their writing, and many faculty are accustomed to writing feedback on student papers—including the grade. What happens when a student is unable to read what you've written? How can we give feedback in a way that will be accessible?

The best advice we can give is to have a conversation with the student and ask what would work best for her or him. One student might say, "I'll ask my roommate to read your comments to me," while another might say, "I'll ask you after class." Another might ask you to provide your feedback electronically. Here are some options for providing feedback on writing:

- Ask the student to meet with you face to face to talk through your feedback.
- Record spoken comments as an audio file that can be emailed to the student.
- If you ask the student to submit a paper to you electronically, there are a number of ways you can add feedback in electronic format that will be accessible to the student:
- Attach audio comments to the paper.
- Type your comments into the paper after an identifier, something like "Professor comment--". [Note: Most students who are blind or visually impaired use screen reading software to read electronic text to them or to reproduce it in electronic braille format--google 'refreshable braille display' if you're interested.]
- Add comments using the New Comment function on the MSWord Review ribbon. Comments added in this way will be read by screen reading software.

What's most important is that you and the student agree to try a method that is reasonable and works for both of you. Try something once and ask if it works; if it doesn't, agree to try something else. And remember that the staff in OLR are ready and willing to help! ■

Visit OLR at
go.udayton.edu/learning

STARSSPOTLIGHT ON
TECHNOLOGY, ARTS,
RESEARCH AND
SCHOLARSHIP**THURSDAY, SEPT. 20**
SCIENCE CENTER 114An event sponsored by
the Office for Research
to showcase faculty
& staff research &
scholarship at UD.**SLS has become
OLR, the LTC's
Office of Learning
Resources**As of July, the LTC's Office of
Student Learning Services (SLS) is
now the Office of Learning Resources
(OLR). We have made this change
because the new name better reflects
what we do.Over the years our work has
expanded from supporting individual
students to consulting with faculty,
staff, and students about all manner
of questions and topics related tolearning. The broadened scope of our
work reflects the trend in learning
services and disability services
around the country as we have come to
understand that facilitating effective
learning is everyone's responsibility.
We hope that the new name will help
you remember that we are here to work
with you as well as your students.So remember look for the Office
of Learning Resources or OLR the
next time you're in the LTC. Although
you can continue to contact us at
learningservices@udayton.edu and
disabilityservices@udayton.edu, our
new web address is go.udayton.edu/learning. Or you can call us at 937-229-
2066. ■**BY THE NUMBERS - SPRING 2012****569**students were
eligible for
academic
accommodations
based on
disability**270**students
requested
accommodations**54**students
requested 239
textbooks in
alternative
formats**WALK-IN TUTORING****60** tutors worked with
328 client students in
967 tutoring sessions for
58 different courses

Top 3 courses by number of sessions

- MTH 129
- CHM 124
- PHL 103

COURSES OFFERED THROUGH OLR**4 graduate** students instructor
facilitated **5 sections** of DEV 055
Academic Renewal Course and
Coaching for **80 students****2 graduate** students facilitated **2**
sections of mid-semester DEV 055
to accommodate the overflow from
the regular sessions**SUPPLEMENTAL INSTRUCTION
& STUDY GROUPS****25** Leaders facilitated
SI/Study Groups for
40 sections of courses in 4
departments**4466** Individual students
participated in SI/
Study Groups in Spring 2012**3** Undergraduate and
graduate mentors assisted
SLS staff with professional
development and supervision of
leaders**934** Total number of tests
administered by OLR in
Spring 2012**672** Regular tests were
administered with
accommodations
throughout the semester**262** Final exams were
administered during finals
week**156** Total number of individual
students who took tests
administered in OLR**159** Individual students took
regular tests with OLR in
Spring 2012**130** Students took final exams
with SLS during finals
week

SERVICE ANIMALS ON CAMPUS

We will have service animals on campus this year! A service animal is a highly trained animal that assists a person with a disability in the tasks of everyday life—it is NOT a pet. With a little knowledge and forethought, we can help ensure that the animal is able to carry out its duties and that everyone's experience with these animals is good.

Service animals are trained to “serve” in many ways. Depending on the needs of the owner, they may:

- Assist with navigation, retrieval of items, and other tasks
- Alert to the presence of such things as people, sounds, or allergens
- Provide protection or rescue work
- Pull a wheelchair
- Assist during a seizure (e.g. give advance notification, assist to a safe place)
- Provide physical support and assistance with balance and stability

Service animals are trained to be as unobtrusive as possible in public places and to avoid engaging in behaviors which might be distracting to others such as sniffing, making noise, personal grooming, and blocking an aisle or passageway.

A designated service animal may accompany the owner at all times and everywhere on campus

where students or the general public are allowed to go—except for places where there is a health, environmental, or safety hazard.

Service animals’ owners have received training, too. They know it is their responsibility to keep the animal in full control at all times (leashed when not providing service), to maintain good animal hygiene, and to plan ahead to take care of the animal's needs.

Service animals are “working professionals,” not pets. We can show our understanding of and respect for the role they play for their owner by:

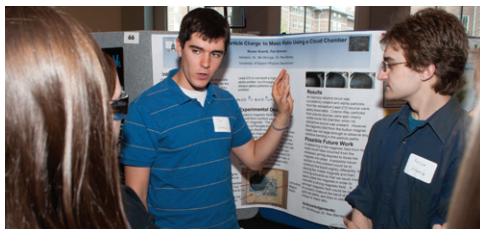
- Avoiding behaviors that are distracting for the dog such as petting and feeding
- Not trying to deliberately startle the animal
- Not separating or attempting to separate the owner from the animal
- Asking the owner what is appropriate in specific circumstances
- Asking the owner if she/he would like assistance if there seems to be some confusion
- Accepting the owner's responsibility to respond to unexpected needs of the animal

If you have any questions or concerns regarding the service animals on campus, please contact the LTC's Office of Learning Resources at 937-229-2066 or learningresources@udayton.edu. ■

STANDER SYMPOSIUM 2013

On **April 17, 2013**, the University of Dayton will sponsor the Brother Joseph W. Stander Symposium to recognize and celebrate academic excellence in undergraduate and graduate education. Named in honor of former Provost Joseph Stander, S.M., this annual event provides an opportunity for students from all disciplines to showcase their intellectual and artistic accomplishments. The Stander Symposium represents the Marianist tradition of education through community and is the principal campus-wide event in which faculty and students actualize our mission to be a “community of learners.”

As an alternate day of learning, the Stander Symposium recognizes teaching and learning outside of the traditional classroom. For the Symposium, the typical class schedule is replaced with poster sessions, performances, exhibits, capstone course work, and oral presentations at venues throughout campus. Please consider how you can incorporate Symposium opportunities and activities into the courses you teach and encourage your students to participate.



2012 Stander Symposium poster session

HOW CAN STUDENTS PRESENT THEIR RESEARCH & CREATIVE ACTIVITIES?

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

1. Poster – any discipline which can present their work in a poster or any other display-type format should register for the poster sessions.
2. Presentation – this category includes oral reports, panel discussions, visual arts exhibits, and live performances.

If you have questions about how your particular area can fit into one of these categories contact us at stander@udayton.edu.

HOW CAN STUDENTS NOT PRESENTING AT STANDER PARTICIPATE?

Non-presenting students are encouraged to attend as many activities as possible. Faculty may want to consider incorporating attendance to specific Stander events as a part of their course requirements. Check the

(continued on next page)



NEW DIRECTOR OF ARTSTREET BRIAN LaDUCA

The former managing director of the nation's oldest college theater program will lead the University of Dayton's ArtStreet, an innovative learning and living arts complex located in the heart of the University's south student neighborhood.

Brian LaDuca assumed his new role as ArtStreet director on August 6. LaDuca was previously the managing director and a lecturer for the Theater and Performance Studies program at the University of Chicago and executive director of Bailiwick Chicago theater. He succeeds Susan Byrnes, who served as ArtStreet's first full-time director from 2005 to this May.

LaDuca holds a master's degree in directing for the stage and screen from the University of Nebraska-Lincoln, a bachelor's degree in performance studies from the University of Illinois

Urbana-Champaign, and he is an associate member of the Society of Directors and Choreographers.

He said the opportunity to combine his passions as an artist and as an educator attracted him to the position.

"First, I want to build on the exceptional foundation Susan laid and take ArtStreet to the next level," LaDuca said. "I want to really engage everyone on campus, not just artists — the Greek system, athletics, non-majors. And I want to use my national network to bring art professionals to campus."

"If I can build excitement and engagement on campus, the Dayton community will want to be a part of it, then dominoes start falling down, and you have people from around the country and around the world interested in what's going at the University of Dayton."

A search committee chose LaDuca for his strong commitment to educational and professional performing arts; and for his proven track record of collaborating with students, faculty and staff at the university level, of successfully and profitably managing operations of leading theater organizations and

transcending disciplinary and cultural barriers through a focused passion toward international work.

"He brings a terrific blend of experience, creativity and collaborative spirit to the role," said Amy Anderson, director of the Center for International Programs and co-chair of the search committee. "His energy is contagious, and we are very excited for the new semester."

ArtStreet opened in the fall of 2004 as the result of a generous gift from the Kettering Fund. Facilities include upper-class housing, visual art gallery and studio, music performance and rehearsal space, a film screening room, student-run cafe, radio station, recording studio and meeting spaces for classes and groups.

ArtStreet fosters student-generated creative initiatives, faculty and student engagement, exploration of the arts and cultural diversity, cross-disciplinary collaboration and interaction between the University and the Dayton community.

For more information about ArtStreet, please visit <http://www.udayton.edu/artstreet>. ■



2012 Celebration of the Arts (Schuster Center)

schedule of events page for a complete listing. The abstract book will be available online prior to the symposium to assist in planning the day.

HOW DO STUDENTS & FACULTY REGISTER PROJECTS?

All projects must be submitted online through the registration site. Registration will be available beginning January 2013; the deadline is March 8, 2013. ■

2013 STANDER DATES

Check the website for additions and changes to Symposium events.

JANUARY 2013 Online registration begins

FRIDAY, MARCH 8, 2013 Deadline to submit project proposals

MONDAY, APRIL 8, 2013

Celebration of the Arts: Opening Performance

Schuster Center, 8 p.m., free tickets available January 2013

TUESDAY, APRIL 16, 2013

Keynote Address by Sir Ken Robinson, Ph.D.

"Out of Our Minds: Learning to be Creative"

Co-Sponsored by the UD Speaker Series

RecPlex, 7:30 p.m. (book signing to follow talk)

WEDNESDAY, APRIL 17, 2013

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

Poster Sessions, Presentations, Panel Discussions, Exhibits & Performances

RecPlex, Kennedy Union & Various Campus Locations, 8 a.m. to 5 p.m.

Celebration of the Arts: Closing Visual Arts Exhibition & Reception

Gallery 249, College Park Center, 5 p.m. to 7 p.m.

LEARN MORE AT stander.udayton.edu



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



ROESCH LIBRARY CONSTRUCTION

There's one way in and out of Roesch Library (and the LTC) for the next year. Plan accordingly! The only entrance to Roesch Library is on the first floor, the doors that face campus. The LTC entrance and sidewalk between Roesch and Keller Hall are fenced off.

Construction on the exterior of Roesch Library will continue through the academic year. Brick facade will be attached to the exterior stone walls and new, energy efficient windows will be installed. Construction noise is expected during the daytime. A website with up-to-date construction status information is available at: http://www.udayton.edu/libraries/events/libraries_construction.php ■

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 2013 reservations begin November 1.

Contact 937-229-4898 or use the reservation link at <http://LTC.udayton.edu> to schedule your events.





**TRY ANY GRANDE
SPECIALTY DRINK**

ONLY \$2.75!

Redeemable at The Blend
(In the LTC, Ground Floor of Roesch Library) or
The Blend Express (Miriam Hall)

Offer expires 12/15/12

the Blend