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LTC Newsletter

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LTC NEWSLETTER

FALL 2015 UNIVERSITY OF DAYTON



CALENDAR
OF EVENTS
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WEIMER'S VISIT A CATALYST FOR NEW ONLINE PORTAL

March brought a weeklong visit to the LTC from Dr. Maryellen Weimer, Professor Emerita from Pennsylvania State University, in celebration of the 15th anniversary of the LTC's opening. Dr. Weimer is a highly regarded teacher and author of strongly research-based books and articles about teaching. More than 120 faculty, staff, graduate students and administrators took the opportunity to explore their ideas about teaching and learning with Dr. Weimer in a series of workshops and talks.

In her public talk, Dr. Weimer reviewed how teaching and learning have changed in the last 15 years and where we stand now. She focused on four main areas of change—technology, active learning, a focus on learning as opposed to teaching, and the scholarship of teaching and learning—and encouraged those in the audience to think not only about how developments in those areas have changed our common practices in education, but also about what we still need to do to under-

stand and to take full advantage of their potential.

Throughout the week Dr. Weimer reminded us that teachers are a lot like scientists. We design a learning experience or environment (such as a lesson or a course) and observe how participants engage with that construct. Our experimental elements are the topics, materials, pedagogies, and measurements of achievement we choose to use. Once the experiment, the course or lesson, is complete, we reflect and assess whether our goals for student learning were met. If we fall short, we redesign and observe again.

The LTC has an online portal where members of the University of Dayton community can see recordings of Weimer's workshops and her public talk (including written transcripts), engage with her suggested discussion questions, and explore her extensive lists of recommended readings.

Visit the Dr. Maryellen Weimer portal at sites.udayton.edu/weimer.

WRITING WITH FRIENDS

Just after the spring term ended, nine faculty members from across the curriculum gathered for a three-day, on-campus retreat to jump-start their research agendas for the summer. As participants in the inaugural offering of Writing with Friends—an LTC program designed to provide large blocks of uninterrupted time to conduct research and write—faculty worked on a wide range of projects, including journal articles, conference papers, book chapters, and grant proposals.

Writing with Friends recognizes that while research and writing are largely solitary, private activities, writers often find comfort and encouragement by working with and around other writers. So over three days, the participants gathered in

Roesch Library's Collab to read and write for four hours in the morning and three hours in the afternoon with the LTC providing lunch and coffee breaks. While the primary goal of the program is to support faculty research, the social aspects proved to be extremely important as well: Faculty got to meet and form friendships with peers from across the disciplines, talk about their research interests, and compare research and writing strategies.

Faculty responded enthusiastically to the retreat, several commenting that it was the best faculty development program they had ever attended. Conducting focused research in a collegial and supportive setting proved very productive.

SEE *Writing* PAGE 11

WHO'S NEW IN THE LTC?

2015 has seen the addition of three colleagues on the LTC staff. Read a bit about them here and stop in the LTC to say hello.



LEFT TO RIGHT: Michael Key, Leonardo Canessa, Judy Owen

Michael Key joined the Office of Learning Resources in August as Learning Initiatives Coordinator. His duties include coordinating tutoring services, consulting students and faculty about academic success and active learning, and teaching courses focused on student development. Previously Michael was a graduate student in the Department of English and Lead Team Assistant Supervisor for the Office of Learning Resources. In his spare time, Michael enjoys studying indigenous literature and science fiction, writing absurd stories, and losing lively debates with his cat.

Judy Owen, Data and Assessment Coordinator, came to UD in January to support implementation of the Common

Academic Program (CAP) and assessment initiatives after having worked at Le Moyne College in Syracuse, NY, for the past six years. You may remember her from her previous time at UD, when she worked in the Provost's Office in various roles from 1992–2008. Judy enjoys cross-stitching and camping in her spare time.

Leonardo Canessa joined the E-Learning team in January as a Web Developer. His duties include development of new features on Isidore, administration, and squashing bugs. Previously he worked as a Systems Engineer for GridSentry, managing their backend. When not working, Leonardo enjoys scaling the faces of cliffs.

DO YOU WANT TO GET EMAIL FROM THE LTC?

For updates on resources,
programming and
other opportunities,
email Susan Brown
(sbrown4@udayton.edu)
to be subscribed to
our email list.

For quick updates on
hot issues in higher
education, links to
resources at other
campuses and reminders
about LTC programming,
follow us on
Twitter @LTC_UD.

STUDENT EVALUATION OF TEACHING—UPDATES

2014–15 was the first complete academic year for the use of the new Student Evaluation of Teaching (SET) survey instrument and online delivery and reporting mechanism using CoursEval. Instructors can access their SET reports by going to go.udayton.edu/set, logging in and under the menu (the cog) clicking on “Evaluation Reports.” A recent new feature of CoursEval allows SET reports to be downloaded as PDF files. We encourage safe backup strategies to protect the sensitive nature of these files.

Many resources for instructors to interpret SET feedback and to guide reflection and subsequent action can be found at go.udayton.edu/set. The LTC can pair instructors seeking additional guidance with SET Consultants—experienced faculty from outside your academic unit—to provide one-on-one confidential help in interpreting and acting on SET feedback.

During fall 2014, the first full semester use of SET drew an overall student participation rate of 70.6%. But this participation rate is quite different from course to course and semester to semester. Encouragement provided by instructors to students is a key way to increase survey completion rates. Strategies to improve student participation can be found on the SET web site.

SET surveys are delivered at several key points throughout each semester. The main delivery for fall 2015 will have the surveys opened on December 1 and closed at the end of December 11.

SET-related questions and requests to meet a SET Consultant can be sent to SET@udayton.edu.

SAVE THE DATE: FALL ASSESSMENT

Speaker and Professional Development Sessions

Wednesday, October 28 & Thursday, October 29

Linda Suskie, an internationally recognized assessment and accreditation consultant, speaker, writer and workshop facilitator, will spend two full days (Oct. 28–29) on campus leading a variety of interactive sessions geared toward assessment “toolbox” strategies for the classroom and institutional assessment. In addition, a professional development session, with multiple offerings, will be scheduled in mid-September as a lead-in. Anyone involved with or interested in assessment is welcome and encouraged to attend. Look for further announcements about schedule details and registration. Sponsored by the University Assessment Committee.

CAP UPDATES

Announcing Course Development Grant Opportunities: Sustainability and Crossing Boundaries-Faith Traditions

Two requests for proposals (RFP) are scheduled for Fall 2015 with funding provided by the Office of the Provost. Successful grant applicants will be awarded \$2500 per person for the development or significant revision and implementation of courses. A limited number of grants will be offered in the following areas:

Sustainability

The confluence of launching the Hanley Sustainability Institute, which will provide 50% of the funding for this RFP and implementing the Common Academic Program (CAP) provides a unique opportunity to build upon scholarship and student learning toward creating a more sustainable future. Applicants will have two course proposal options: (1) develop a course that addresses the issues of sustainability only, or (2) develop a course that addresses sustainability and fulfills a CAP component requirement. Proposals from all disciplines are encouraged. Grants will be awarded on the basis of their responses to the criteria and questions in the proposal form and, if applicable, alignment with the CAP component requirements. The RFP will be officially announced at the end of August and proposals will be due at the end of October. Applicants will be required to attend faculty development

sessions on sustainability (mid-September) and course development (early to mid-October) to be considered for this grant. The CAP Leadership Team and the Hanley Sustainability Institute will jointly oversee the process.

Faith Traditions (Crossing Boundaries)

Grants will be awarded on the basis of their alignment with the Crossing Boundaries-Faith Traditions requirements and responses to the criteria and questions in the proposal form. Courses satisfying this component may be offered by any department, provided that they incorporate some of the ideas from the introductory Religious Studies course and that they develop students' ability to examine their own faith commitments and to participate in dialogue with other faith traditions. The RFP will be officially announced in mid-September, and proposals will be due in early December. Applicants will be required to attend a faculty development session on course development (early to mid-October) to be considered for this grant. The CAP Leadership Team will oversee the process.

Each RFP announcement will include dates and registration information for the required faculty development sessions, application form, submission guidelines and recipient responsibilities, and submission deadlines.

SURVEY MIGHT BE COMING YOUR WAY

Early this fall term, you might be contacted by UD's Business Research Group, who will be conducting a survey of UD's faculty on behalf of the Faculty Development Committee (FDC). The FDC wants to understand more clearly how professional development needs of faculty vary by rank, years in service, gender, academic unit and other factors. The FDC hopes to use the results to tailor programming and services to better meet faculty needs and interests.

OPPORTUNITIES THROUGH THE FITZ CENTER

Community Engagement

2nd Wednesday Café

Join staff from the Fitz Center from 3–4:15 pm on the second Wednesday of each month in LTC Team Space 020 for light refreshments and conversations about community engagement. Bring your questions, ideas, challenges, needs, and passions regarding partnerships, collaborations, teaching, research, design, assessment, etc. No RSVP needed, drop-in at any time. All are welcome—instructors of all disciplines and those considering, new to, and experienced with community engaged learning.

DATES:

September 9, October 14, November 12, December 10 : LTC Team Space 020

Community Partner and Faculty Collaboration Open House

Join the Fitz Center staff and community partners for this drop-in, on-campus event intended to spark community col-

laborations for your courses, research, or programs. Through engaging conversations, meet and learn more about our community partners and discover how their priorities and goals may align with your teaching and research goals. Come when you can, peruse what interests you, and engage in conversations to spark collaborations. There will also be mini-sessions offered about what is impacting our community partners' priorities and needs, how to build strong partnerships, and how to do community engaged research and advocacy work with students.

DATE AND TIME: October 30, 2015 from 11:30 a.m.—1:30 p.m. (attend at any time)
KU Ballroom

Contact Kelly Bohrer at kbohrer1@udayton.edu for more information about either of these events.

GREEN DOT : WHAT WE CAN DO

Green Dot is a national bystander intervention initiative that focuses on the power that every community member has to make University of Dayton safer. Any time a moment of power based personal violence occurs, a red dot appears on our campus map. But any time someone steps in to stop violence, speaks out against violence, or learns more about how to get involved, a green dot appears instead. Our goal is to end red dots at UD by covering our map with green dots. And we need your help.

If you are interested in learning more, please visit go.udayton.edu/greendot to find resources, information, and Green Dot training dates.

No one has to do everything, but everyone has to do something. What's your green dot?

READING GROUPS

**SERVICE-LEARNING ESSENTIALS: QUESTIONS, ANSWERS, AND LESSONS
LEARNED BY BARBARA JACOBY (JOSSEY-BASS, 2014)**

Facilitated by KELLY BOHRER and MALCOLM DANIELS

Barbara Jacoby’s Service-Learning Essentials is the resource you need to help you develop high-quality service-learning experiences for college students. Service-learning has virtually limitless potential to enable colleges and universities to meet their goals for student learning while making unique contributions to addressing unmet local, national, and global needs. Organized in an accessible question-and-answer format, the book responds clearly and completely to the most common questions and concerns about service-learning. Examples are drawn from a variety of disciplines, situations, and institutional types.

Join colleagues in this reading group discussion to explore the essentials of community engaged learning (a variation of service learning that places emphasis on equity, community, and reciprocity). Discussion will focus on developing and sustaining campus-community partnerships (Chapter 3), integrating community engaged learning into curriculum in all disciplines (Chapter 4), assessment of community engaged learning (Chapter 6), and facing the complexities and dilemmas of service learning (Chapter 8).

**DISCUSSION
DATES**

SEPTEMBER 2
3 P.M. – 4:15 P.M.

October 7
November 4
December 2

LTC Team Space (020)

**DISCUSSION
DATES**

SEPTEMBER 16
3 P.M. – 4:15 P.M.

October 21
November 18
December 16

LTC Team Space (020)

ENGAGING IN SOCIAL PARTNERSHIPS BY NOVELLA KEITH (ROUTLEDGE, 2015)

Facilitated by KELLY BOHRER

Novella Keith’s Engaging in Social Partnerships helps practitioners advance democratic engagement by creating spaces where institutions of higher education, community groups, and other organizations can come together. This important book prepares higher education professionals to become reflective practitioners while working in collaborations that span not only the boundaries of organizations, but also borders created by the social divides of class, race, ethnicity, culture, professional expertise, and power. Through illustrative cases, Keith explores effective models of democratic engagement for university-community partnerships, as well as approaches to overcoming obstacles and assessing process and outcome.

Join colleagues in this reading group to discuss ways in which UD is already engaging with our community, and to explore how community partnerships can be evaluated, improved, expanded, and critiqued in ways that will bring us closer to true democratic engagement with our Dayton community. Come to share examples and ideas so we can begin, sustain, and improve our community partnerships.

FES GETS A NEW NAME

Based on feedback from several focus groups of faculty, staff and students, the Faculty Exchange Series (FES) has been re-named “Campus Conversations.” We believe this name better reflects the sessions that fall under this programming, and with the emphasis on “Campus,” we can be clear that all in the UD community are welcome to attend. We will be adding sessions to the Campus Conversations listing. If you have an idea for a Campus Conversations session, contact Susan Brown at sbrown4@udayton.edu.

INTRODUCING THE STUDENT SUCCESS NETWORK (SSN)

The Student Success Network, powered by Starfish, is based on the idea that a campus community engaged with a student will lead to that student's success and that effective campus engagement happens through collaborative efforts between faculty, advisors, and support offices. Piloted this summer, ssn will be launched this fall as a tool for enabling efficient, collaborative efforts in support of student success.

With many in this generation of students, individual outreach and face-to-face conversations with faculty and staff are critical to their success. The Student Success Network is intended to promote these important interactions by providing a quick and simple way for faculty to notify advisors and support offices when they have a concern about a student, enabling these support providers to reach out to students in a timely and effective way. More effective support is expected to lead to increased student success, which in turn is ultimately expected to lead to improved retention and graduation rates.

The Student Success Network will allow you to connect and communicate valuable feedback with your students rapidly with just a few clicks. In addition to replacing the Banner Early Alert/Faculty Feedback system with easy-to-complete

Progress Surveys, the Student Success Network will enable you to:

- Send alerts if you have concerns about academic performance, "kudos" to acknowledge good performance, and referrals to additional support services
- Receive feedback so you know when a concern you submitted is or has been addressed
- Empower students to make online appointments for your office hours
- Track attendance (an option)

Simple for you. Empowering for your students.

For more information please visit:

www.udayton.edu/success/student_success_network/index.php

To register for a training session, please visit:

www.udayton.edu/udit/tech_skill_enhance/it_training.php

To schedule individual or departmental training, or to pose questions, please contact:

BECKI LAWHORN at
rlawhorn1@udayton.edu

AARON WITHERSPOON at
awitherspoon1@udayton.edu

C.A.R.E. HELPING FACULTY HELP STUDENTS

BY CHRIS SCHRAMM, ASSOCIATE VICE PRESIDENT FOR THE DIVISION OF STUDENT DEVELOPMENT AND DEAN OF STUDENTS

Has a student ever attended your class intoxicated and disruptive or revealed to you that he/she is contemplating suicide? Have you witnessed students who were once engaged in your class experience significant changes in performance and appearance? Unfortunately, the answer to these questions is yes. The landscape of higher education has changed dramatically since we were in college. School shootings, Title IX and an increased emphasis on risk management has impacted the manner in which we support and engage students. Additionally, our students are entering college with personal issues that impact their academic and co-curricular experiences. As such, the dean of students office must be resourced to assist and support our students in attaining their academic goals.

The University of Dayton has developed initiatives to aid students in distress. One initiative is the Campus Awareness, Response and Evaluation (C.A.R.E.) team. The C.A.R.E. team's mission is to assess the potential threat students may pose to themselves or to others and provide early intervention, support, and behavioral response to students who display varying levels of disruptive or concerning behavior. The C.A.R.E. team responds to students who are at-risk or in-crisis and provides appropriate referrals to deescalate situations that threaten the health and safety of the campus community by using a three-tiered team approach.

The Behavioral Intervention Team (B.I.T.) is chaired by the dean of students and consists of members from community standards and civility, counseling center, residence life and public safety. This team meets weekly to review incidents and disruptive behaviors to assess the level of threat and/or potential risk to members of the campus community and make referrals to the Threat Assessment Team.

The Threat Assessment Team (T.A.T.) is chaired by the dean of students and consists of members from athletics, campus ministry, communication and community relations, community standards and civility, counseling center, environmental safety and risk management, housing and residence life, information technology, risk management, provost's office, public safety and legal counsel. This team identifies, assesses and analyzes threats or potential threats to the University community and develops response strategies that ensure the interests and rights of all concerned parties are addressed. Recommendations made by T.A.T. are influenced by an ethic of care and attention to safety and well-being.

The Tragedy Response Team (T.R.T.) is chaired by the dean of students and consists of representatives from the counseling center, campus ministry, housing and residence life, communication and community relations and public safety. T.R.T. coordinates and provides support and response services for members of the community who are experiencing significant loss as a result of a traumatic event.

Knowing signs of distress (see *Steps for Helping Students in Distress* on page 9), how to respond and strategies to avoid could be the lifeline your student needs. Additionally, reporting 'odd' behavior that concerns you may just be one more piece of a larger puzzle that the C.A.R.E. team needs in order to provide that student with assistance. I strongly encourage you to contact the dean of students to report any behavior that is disruptive. To report a concern about a student, go to <https://www.udayton.edu/studev/dean>.

STEPS FOR HELPING STUDENTS IN DISTRESS

1. How do I know if a student is in distress?

It is difficult to be mindful of all the indicators occurring around you. However, there are often outward signs that indicate when a student is in distress, such as:

- Anxious student
- Demanding student
- Depressed student
- Suicidal student
- Severely disoriented or psychotic student
- Aggressive or potentially violent student

2. What should I do when I encounter a student in distress?

Knowing how to respond in the moment can be difficult. Below are strategies that will aid you:

- Move students to a quiet and secure place. Listen attentively and respond in a considerate and straightforward manner.
- Make arrangements for appropriate University intervention.
- Remain calm and in control.
- Be knowledgeable in advance of referral systems.
- Respond to disruptive behavior quickly and with firm limits.

You should avoid the following strategies when engaging with a student in distress:

- Overwhelming or arguing with a student.
- Ignoring behavior that is having an impact on other students

3. Do you have any language that I could use when responding to students in distress?

Below is advice for supporting students in distress:

- Interrupt to inform
"I cannot be a confidential resource. However, I will only share with those that need to know."
- Express care and concern
"I've been concerned about you lately. May we speak privately?"

- Share what you have noticed
"I've noticed you've been missing class lately."
- Offer to help
"How can I help?"
- Listen carefully, then reflect what you understand
"You have a lot going on in your personal life and you are worried that it is affecting your schoolwork."
- Define your role
"I can help you organize your assignment. Our class also has a study group that some students find helps lighten their reading load."
- Share about resources
"You might want to consider making an appointment with one of our on-campus resources. They can help you sort out things that are causing you stress and give you some skills to help."
- Make a plan
"Here is the contact information. Do you think you will call and make appointments to get the help you need?"
- Compliment and encourage
"Thank you for being so honest with me. It took courage to share with me. I have confidence that you can succeed with just a little help."

4. What are examples of issues that the C.A.R.E. team addresses?

Examples of issues that the C.A.R.E. team addresses include but are not limited to the following:

- Suicide
- Eating disorders
- Cutting
- Serious injury or illness
- Death of a student
- Missing student
- Immediate danger/harm
- Sexual assault
- Worrisome or unusual behavior
- Disruption in classroom
- Threats, stalking, intimidation
- Hate crimes
- Threatening words or actions

WRITE PLACE

The Write Place continues to serve an ever-growing number of graduate and undergraduate students in its new home, The Knowledge Hub, located on the first floor of Roesch Library (www.udayton.edu/libraries/help.php). Students can also get assistance from reference librarians in the Knowledge Hub, making it even more convenient when working on research-based assignments. The LTC is also working to better integrate Write Place services with other forms of student assistance offered through the Office of Learning Resources.

The mission of the Write Place is one of service: writing consultants appreciate the uniqueness of individual learners and work with all students in their efforts to become better writers. Write Place consultants encourage, guide, and support student writers on any writing assignment and at any stage of the writing process.

In order to help students improve their writing, consultants:

- Address global concerns before sentence-level concerns.
- Do not proofread papers.
- Help students understand their writing assignments.
- Engage the student in a conversation about his or her writing.
- Discover the strengths and weaknesses of the student's writing.

A description of Write Place services is on the web site (www.udayton.edu/ltc/writeplace/); faculty are encouraged to share it with students.

For more information on the Write Place contact Christina Klimo, Write Place Coordinator (cklimo1@udayton.edu).

FROM Steps PAGE 9

- Hazing
- Acts motivated by hatred or discrimination

5. What can I expect after I have contacted the C.A.R.E. team?

Your help is essential; yet, it is important that students trust the representatives from the C.A.R.E. team. Therefore, we cannot share the details of our response with you. We will, however, inform you that we received your report and interview you to gain an understanding of the details per-

taining to the incident.

6. What if the need for help is not immediate?

Encourage your student to call us. We can help. Students can contact the dean of students' office at 937-229-1212 during business hours. After hours, the dean of students' staff can be contacted by calling the Department of Public Safety at 937-229-2121.

LOOKING FOR QUICK RESOURCES TO HELP SUPPORT INTERNATIONAL STUDENTS WITH THEIR WRITING ASSIGNMENTS?

Go to Porches, click "Groups" and search for "ESL Writing Support". Once you join the ESL Writing Support Group, you will have access to various articles and handouts on writing topics such as grammar structures, article use, subject-verb agreements, revising, editing, proofreading, assignment scaffolding and rubric creation that will help you support international students and their writing assignments. Feel free to use the message board to ask specific questions about topics not yet posted. For more information, contact Nichole Lucas at nlucas1@udayton.edu.

MORE DOCUMENT ACCESSIBILITY SERVICES FOR THE CAMPUS COMMUNITY

The following online service and software are now available to anyone in the UD community with valid login credentials:

1. Sensus Access is an online service that converts electronic documents and other electronic files into formats that are accessible to individuals who use screen-reading software. View the instructional video at go.udayton.edu/sensusaccess, upload your file, choose the final format you want, and receive an accessible version of your file in a matter of minutes. Use Sensus Access to make sure that all the materials you upload into Isidore or onto your department's website are accessible to your students and other users.

2. WYNN Literacy Software is available free of charge to anyone with a valid UD username and password. WYNN reads aloud any electronic text opened in the program while allowing the listener to follow the text as it is read, but it only works when the text is formatted and tagged correctly—thus the need to use Sensus Access (above). This program also

includes a variety of study components that can help learners in many different ways. WYNN can be downloaded from software.udayton.edu, and online training is available through Atomic Learning (www.atomiclearning.com/highed/login/udayton)

3. Dragon Naturally Speaking speech-to-text software will be available to 250 simultaneous users beginning this fall. Dragon is essentially an automated dictation software package that produces electronic text from spoken words, whether the words are spoken into the computer through a microphone or recorded in an audio file and run through the Dragon transcription program. Dragon provides support to anyone needing assistance in putting their thoughts into writing.

Contact the LTC's Office of Learning Resources at 229-2066 for more information.

FROM *Writing* PAGE 1

Participants stated they made substantial progress on projects they would continue to work on over the summer and enjoyed the time they spent with one another. In fact, several of the participants decided they would continue the experience on their own and planned to write together regularly during the 2015–16 academic year.

The LTC plans to offer Writing with Friends twice a year: during the intersession and at the end of the spring term. Calls to participate in January's retreat will be coming this fall.

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 2016 reservations begin November 1.

Contact **937-229-4898** or use the reservation link at LTC.udayton.edu to schedule your events.

THE ROLE OF INTERCULTURAL COMPETENCE ON CAMPUS

BY SHARON TJADEN-GLASS, INTENSIVE ENGLISH PROGRAM
PARTNERSHIPS COORDINATOR

- “All the (insert nationality) students sit together and don’t interact with the American students. I can’t get them to work with their classmates.”
- “I love having international students in my classroom because they offer such a unique perspective, but I really can’t understand some of them. Shouldn’t their English be good enough before they get into my class?”
- “I just want to teach my content. I shouldn’t have to teach English, too!”
- “If they can just have strong enough English skills, I’ll be able to teach international students effectively.”

Have you ever heard statements like these from colleagues?

Maybe even you have had some of these views. Hey, I teach English as a second language and I’ve had these thoughts—even said them. These kinds of thoughts occur when we sink back into that dreaded transactional approach to teaching: we deliver, they learn. Our responsibility is simply to transmit. And if there is breakdown in that transmission, we diagnose their problems. Oh, they didn’t read the text. Oh, they can’t understand English very well. Oh, they were absent all last week.

Sometimes, professors will take the “maybe I should change my teaching” approach. They learn about active learning and ways to engage their students (Thanks for the workshops, Maryellen Weimer!). They flip their classrooms and maximize class time by planning activities that require critical thinking and group negotiation skills. These classes can be helpful—and they can also be incredibly confusing to students from other countries, where the transactional approach to teaching is highly favored and where knowledge emanates from the professor.

What are we to do? How can we reach these international students?

I think, first, we need to make an active effort to stop dichotomizing students by saying “international” and “domestic.” (And, hey, I am the first to admit that I use these words). This isn’t an attempt to be politically correct. To group all students from other countries—whether they be from China or Switzerland or Libya or India or Togo—into one category does a great disservice to how we think about diversity. It reinforces “us” and “them.” And it shapes our thinking about how to help our students.

Secondly, we need to learn about intercultural competence (IC) as well as engage in intercultural communication. We can look to Janet Bennett’s research in intercultural competence to identify factors for increasing our IC. Any thoughts on what those might be? Increasing cultural knowledge? No. Living in another culture? Not necessarily. Instead, Bennett (2015) asserts that curiosity, cognitive complexity (seeing from many different perspectives), and empathy are key factors in increasing our IC.

But we can’t simply expect our “international” students to increase their intercultural competence. We also need to expect our American students to increase theirs. If we truly want to create globally-minded citizens, as university instructors, we cannot model behavior that sends conflicting messages to our students. “Be globally-minded! But... I’m not going to be patient and try to understand what you’re saying.”

So how can we create a campus environment that welcomes curiosity, cognitive complexity, and empathy?

This is an open question—one that will be answered differently depending on who is responding. We all have different roles and capacities to facili-

CHANGES TO TUTORING IN FALL 2015

For many years the LTC's Office of Learning Resources (OLR) has been offering free, walk-in tutoring to students in many introductory-level courses during evening hours in Marianist Hall Learning Space (MHLS). Peer tutors are hired through an interview and departmental recommendation process and are provided with rich professional development and mentoring experiences facilitated by OLR staff.

Beginning this fall, tutoring offered through OLR will take on a different look. Tutoring will continue to be offered in an evening, walk-in format in MHLS only for the most in-demand courses—in Math, Chemistry, Physics, and Accounting.

Walk-in Tutoring: 6:30–9:00 p.m. in MHLS (Marianist Hall, Second Floor), Monday–Thursday.

ACC 207, 208

CHM 123, 124

MTH courses through 219

PHY 201, 202, 205, 206 and SCI 190

Tutoring for all other courses supported by OLR will be offered by appointment: Students will use a web form to schedule a tutoring appointment in the basement of Albert Emanuel Hall (AE 008) during the day or in MHLS in the evening.

Appointment Tutoring: Appointments can be scheduled Monday–Thursday 12:30–2:30 p.m. in AE 008 or 6:30–9:00 p.m. in MHLS.

Go to the Learning Support Guide at go.udayton.edu/tutoring for a list of the specific courses that are supported.

Please encourage your students to take advantage of the wide array of tutoring that is offered!

Questions? Call OLR at 229-2066.

FROM *Role CMM* PAGE 12

tate a more welcoming campus climate: one that acknowledges that—not both sides—but rather all sides (American, Chinese, Indian, Kuwaiti, etc.) need to modify how they communicate so that we can engage in more meaningful intercultural communication.

But what I think is most important is that we start holding our American students to the same standards of intercultural competence that we expect of our “international” students.

Interested in integrating more experiences with intercultural communication into your classroom? See the “Collaborate with the IEP” webpage (www.udayton.edu/international/connect/faculty_staff/

iep-collaborate.php) for more information about possibilities for linking your UD course with an Intensive English Program course. Contact Sharon Tjaden-Glass at Stjadenglass1@udayton.edu, 229-1503.

REFERENCES

Bennett, J. (2015). *New horizons in student engagement for intercultural learning*, NAFSA 2015 Convention: Boston, MA.

GETTING TO KNOW THE 2015 ALUMNI AWARD RECIPIENTS



JOE HAUS

While one enjoys hiking all over the land, and the other relishes flying above it, both recipients of the 2015 Alumni Award are down-to-earth about the honor.

Joe Haus, the recipient of the Alumni Award in Scholarship, and Aaron Altman, who received the Alumni Award in Teaching, are family- and student-oriented faculty members who were honored by a committee of faculty, staff and students for their outstanding work. Haus teaches in the Electro-Optics Program and the departments of Electrical and Computer Engineering and Physics. Altman teaches in the Department of Mechanical and Aerospace Engineering.

Two of Haus's six children are in Dayton, and the others live in the Albany, NY, area and Boston. His children range in age from 30–45, and he and wife Jean have three grandchildren ("You'd think I'd have 20 by now," he quips). The whole family typically gathers twice yearly, in summer and at Thanksgiving, although he notes that Thanksgiving travel near Buffalo, NY, can be tricky.

Haus, an avid hiker, prefers solo hiking and makes the most of opportunities to be contemplative. A native of Schenectady, NY, he has had much exposure to the nearby Adirondack Park which, he explains, has six million acres and an area larger than a combination of Glacier, Grand Canyon, Yellowstone and Yosemite national parks.

Perhaps his alone time while hiking is what energizes his passion for col-

laboration in the field of fiber optics. Haus likes to say that UD's middle name is "Collaboration," and that he enjoys all the connections with other departments, including Physics and Biology, that his work affords. He hopes to expand that collaboration to the social sciences and humanities. This summer Haus is reading through Pope Francis's encyclical on the environment and has observed that it creates "room for a lot of disciplines to talk about the environment and climate, framing them in different ways and learning from each other."

Haus says his advice to new faculty includes willingness to be adaptable. "Chasing funding is kind of an art form," he says. "You need to try a few things, because there's no formula."

And if you happen to be chasing funding or considering an interdisciplinary approach to climate and the environment while you're hiking in a major U.S. mountain chain, you just might run into Haus.

Altman's family, consisting of his wife, Servane, eight-year-old son and twin five-year-old daughters, enjoys time outside, riding bikes and working in the yard and garage. While Altman attributes his early interest in aerospace to the gift of a toy airplane he received as a child, he says his children display varying degrees of interest. "If you walk in the house, it's not a mystery that we're airplane people," he

SEE *Alumni* PAGE 15



AARON ALTMAN

FROM Alumni PAGE 14

says. “They (his children) know we work on airplanes, and we drag them to enough wind tunnels.”

While he is right at home raising a family here, Altman was living in France when he applied for the UD position. “I was working at Airbus, and Servane (a native of France) wasn’t having any luck finding a job. I had been at a conference in the U.S. and saw lots of job opportunities, so (we) decided in late February to move to the U.S. I called (UD) and interviewed the next week; it all happened really fast,” he recalls. Servane is an aerospace engineer and works at Wright-Patterson Air Force Base.

Altman’s advice to new faculty is to be mindful of life-work balance. He notes his department as an example of the challenges of successful growth. “Our department has five times the number of students we had when I started, from 200 to 1,000. It’s a completely different environment in terms of the classroom and what you can do.”

Altman goes on to praise his colleagues. “We have people who are really good in the classroom and want to try

out all these new strategies. If your class has much above 30 students, it’s tough to do things if you’re teaching alone. That’s where I try to help...we try to promote the kind of lifelong learning like we do in the classroom, and we hire the people we do because they care.” He also recommends that faculty keep up with literature in their disciplines.

While Altman has been recognized for his outstanding teaching and work with UD’s student group affiliated with the American Institute of Aeronautics and Astronautics, he knows there are always new discoveries about teaching. “Despite winning the award, I was reminded in spring that no matter how long you’ve been teaching, you’ll always have to take feedback and improve. I had the most challenging class this past spring, and things that went really well last year fell with a solid thud. It’s very humbling and a reminder that teaching is tough work.”

ABOUT THE LTC NEWSLETTER

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.



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ACTIVE LEARNING IN SUMMER

Faculty from every unit attended a workshop on Active Learning with the goal of taking a single class session and making it active for students. The two-day workshop, held in June and repeated in August, drew roughly 35 faculty. Participants discussed the concept of active learning, observed facilitators modeling it and initiated changes in their courses that they planned to flesh out over the summer. Facilitators included members of the Faculty Development Committee, Student Development Staff and Dr. Justin Houseknecht, chair of organic chemistry at Wittenberg University.

In addition to participating, faculty members were able to select and take home books they believed would help them with implementing active learning. Feedback indicated continuing interest in the subject, and there are plans to repeat the workshop. The LTC holdings on the ground floor of Roesch Library contain books on active learning that are available for checkout. For information about upcoming workshops or resources related to active learning, contact Susan Brown (sbrown4@udayton.edu).



Faculty discuss ways to make their course content active at the August Active-Learning Workshop



FALL 2015 : LTC CALENDAR OF EVENTS

AUGUST

31 MONDAY

E-Learning: Isidore 101 - Getting Started with Isidore

FACILITATED BY: E-LEARNING STAFF

10:00 – 11:00 A.M.

LTC Meeting Space 028

SEPTEMBER

2 WEDNESDAY

E-Learning: Isidore 201 - Advanced Uses and Tools

FACILITATED BY: E-LEARNING STAFF

10:00 – 11:30 A.M.

LTC Meeting Space 028

4 FRIDAY

E-Learning: Getting Acquainted with the Isidore Gradebook Tool

FACILITATED BY: E-LEARNING STAFF

3:00 – 4:00 P.M.

LTC Meeting Space 028

8 TUESDAY

E-Learning: Teaching Virtually with Collaborate

FACILITATED BY: E-LEARNING STAFF

2:00 – 3:30 P.M.

LTC Meeting Space 028

16 WEDNESDAY

E-Learning: Boosting Student Engagement with Clickers

FACILITATED BY: E-LEARNING STAFF

3:00 – 4:00 P.M.

LTC Meeting Space 028

18 FRIDAY

CARMA: Latent Change Analysis

FACILITATED BY: DR. ROBERT VANDENBERG,

UNIVERSITY OF GEORGIA

12:00 – 1:30 P.M.

LTC Meeting Space 028 (light lunch served)

24 THURSDAY

E-Learning: Recording Lectures for On-Demand Delivery with Snagit

FACILITATED BY: E-LEARNING STAFF

10:00 – 11:00 A.M.

LTC Meeting Space 028

Campus Conversations (Formerly FES): Navigating New York Times Content to aid in Student Learning Outcomes

FACILITATED BY: KANDACE RUSNAK,
EDUCATION MANAGER, THE NEW YORK TIMES

3:30 – 5:00 P.M.

LTC Meeting Space 028

28 MONDAY

E-Learning: Creating and Delivering Online Exams with Isidore

FACILITATED BY: E-LEARNING STAFF

12:00 – 1:00 P.M.

LTC Meeting Space 028 (light lunch served)

OCTOBER

13 TUESDAY

E-Learning: Google Docs and Isidore

FACILITATED BY: E-LEARNING STAFF

10:00 – 11:00 A.M.

LTC Meeting Space 028

21 WEDNESDAY

E-Learning: Using the Lessons Tool: A Dynamic Way to Create Online Course Modules

FACILITATED BY: E-LEARNING STAFF

10:00 – 11:00 A.M.

LTC Meeting Space 028

23 FRIDAY

E-Learning: Adding Audio & Video to your Online Course

FACILITATED BY: E-LEARNING

11:00 A.M. – 12:00 P.M.

LTC Meeting Space 028

29 THURSDAY

E-Learning: Managing Online Discussions with the Forums Tool

FACILITATED BY: E-LEARNING STAFF

2:00 – 3:00 P.M.

LTC Meeting Space 028



NOVEMBER

4 WEDNESDAY

*E-Learning: Using the Lessons Tool:
A Dynamic Way to Create Online
Course Modules*

FACILITATED BY: E-LEARNING STAFF

3:00 – 4:00 P.M.

LTC Meeting Space 028

6 FRIDAY

*E-Learning: Getting Acquainted with the
Isidore Gradebook Tool*

FACILITATED BY: E-LEARNING STAFF

12:00 – 1:00 P.M.

LTC Team Space 020 (light lunch served)

CARMA: Statistical Analysis with Big Data

FACILITATED BY: DR. FRED OSWALD,

RICE UNIVERSITY

LTC Conference Room 027c

(light lunch served)

CARMA: Inductive Research Approaches

FACILITATED BY: DR. PAUL SPECTOR, UNI-

VERSITY OF SOUTH FLORIDA

1:15 – 2:30 P.M.

LTC Conference Room 027c

9 MONDAY

*Campus Conversations (Formerly FES):
Global Education Seminar, Chile & Peru:
Faculty development through a year-long
exploration of Chile and Peru and interna-
tionalization at the University of Dayton*

FACILITATED BY: DIANA CUY CASTELLANOS

PH.D., R.D., ERIC STREET D.M., JEREMY

FORBIS PH.D., JOSEPH HAUS PH.D., KAREN

BARTLEY PH.D., NADYA TANOVA PH.D.

1:15 – 2:15 P.M.

LTC Meeting Space 028

11 WEDNESDAY

*E-Learning: Recording Lectures for
On-Demand Delivery with Snagit*

FACILITATED BY: E-LEARNING STAFF

12:00 – 1:00 P.M.

LTC Team Space 020 (light lunch served)

17 TUESDAY

*E-Learning: Isidore 101 –
Getting Started with Isidore*

FACILITATED BY: E-LEARNING STAFF

2:00 – 3:00 P.M.

LTC Meeting Space 028

19 THURSDAY

*E-Learning: Isidore 201 –
Advanced Uses and Tools*

FACILITATED BY: E-LEARNING STAFF

2:00 – 3:30 P.M.

LTC Meeting Space 028

30 MONDAY

*E-Learning: Managing Online Discussions
with the Forums Tool*

FACILITATED BY: E-LEARNING STAFF

10:00 – 11:00 A.M.

LTC Team Space 028

DECEMBER

1 TUESDAY

*E-Learning: Creating and Delivering
Online Exams with Isidore*

FACILITATED BY: E-LEARNING STAFF

10:00 – 11:00 A.M.

LTC Meeting Space 028

10 THURSDAY

*E-Learning: Getting Acquainted with the
Isidore Gradebook Tools*

FACILITATED BY: E-LEARNING STAFF

3:00 – 4:00 P.M.

LTC Meeting Space 028

DESCRIPTIONS AND REGISTRATION INFORMATION

Looking for the Faculty Exchange Series, or FES? It's now called Campus Conversations (see page 6). For information and registration for Campus Conversations sessions, visit www.udayton.edu/ltc/development/campus_conversations.php

For TAGS (Teaching a Global Student Community) programming, visit www.udayton.edu/ltc/development/tags/workshops.php

For Reading Groups, see page 6 or visit www.udayton.edu/ltc/development/reading_groups.php

For E-Learning, visit www.udayton.edu/udit/communications_collaboration/e-learning/training.php

For CARMA (Consortium for the Advancement of Research Methods and Analysis), visit www.udayton.edu/ltc/development/carma.php

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