

Spring 1-1-2016

LTC Newsletter

University of Dayton. Ryan C. Harris Learning Teaching Center

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LTC NEWSLETTER

SPRING 2016 UNIVERSITY OF DAYTON



CALENDAR
OF EVENTS
PAGE 17



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SERVICE AND EMOTIONAL-SUPPORT ANIMALS ON CAMPUS

The LTC’s Office of Learning Resources (OLR) has seen an increase in requests from students to have service and emotional-support animals on campus as part of the disability accommodation process this year and a corresponding increase in the number of animals approved for campus use. Given this increase, OLR would like to share some information about the animals you may see on campus.

What types of animals are permitted in UD campus environments?

A service animal is any dog (or miniature horse) that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

An emotional-support animal provides an individual with therapeutic contact to improve their physical, social, emotional, and/or cognitive functioning. The kind of animal approved as an emotional-support animal is dependent upon what the individual requests. OLR has seen requests for cats, dogs, a ferret, and a rat.

A pet is a domestic or tamed animal or bird kept for companionship or pleasure and treated with care and affection. While some individuals may bring their pet through campus, the University of Dayton does not allow pets in campus buildings or the residential environment.

How do I know if the animal has been approved to be on campus?

OLR is only permitted to ask two questions in the evaluation of service-animal requests: Is the animal required because of a disability? What work or task has the animal been trained to perform? These questions are not asked if the animal’s service tasks are obvious, i.e. guiding an individual who is blind or has low vision, pulling a person’s wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability.

If you are concerned regarding the appropriateness of an animal when a person enters a public facility or place of

public accommodation with an animal, simply ask if it is a service animal. If the answer is yes, the animal is permitted. Do not ask the person about the nature or extent of his or her disability.

While support animals generally are not part of the academic environment, they may be present as part of the residential campus. If you are concerned regarding the appropriateness of an animal, you should simply ask if it is an approved support animal. If the answer is yes, the animal is permitted. OLR asks specific questions when evaluating a request for support animals: (1) whether the individual lives in University housing, (2) whether the person has a disability, and (3) in what way the animal assists the person with the specific disability.

Where can the service or emotional-support animal go on campus?

A service animal is generally permitted to accompany their owner/handler anywhere. If the student has access to a specific part of campus, their service animal will have the same access. However, service animals can be excluded from areas where their presence would constitute a fundamental alteration of goods and services available for all customers, an undue burden, or a direct threat to safety. Examples of areas where service animal access may be questionable could include sterile environments, food preparation areas, and laboratory environments.

An emotional-support animal can be part of the residential environment at University of Dayton. The US Department of Housing and Urban Development indicates that an assistance animal is allowed “in all areas of the premises where persons are normally allowed to go, unless doing so would impose an undue financial and administrative burden or would fundamentally alter the nature of the housing provider’s services.” (FHEO Notice: FHEO-2013-01 at page 3). This generally includes the owner/handler’s residence and the common

CAMPUS CONVERSATIONS (FORMERLY FES)

Come join colleagues to share information and ideas about various topics. Campus Conversations sessions are added throughout the semester; if you have an idea for a session, contact Susan Brown (sbrown4@udayton.edu). For more information or to register for a Campus Conversations session, visit www.udayton.edu/ltc/development/campus_conversations.php.

**CAMPUS CONVERSATIONS:
ACADEMIC INTEGRITY**

PRESENTERS:

Ya You

Office of Learning Resources (OLR), Ryan E. Harris Learning Teaching Center (LTC)

Nichole Lucas

Intensive English Program (IEP), Center for International Programs (CIP)

Nicholas Taggart

Intensive English Program (IEP), Center for International Programs (CIP)

FEBRUARY 23 : 12:30 – 1:45 PM Tuesday
KU 310 (*feel free to bring a brown-bag lunch*)

Transitioning into the academic and cultural setting of post-secondary institutions can be problematic for students, particularly in the area of academic integrity. This is even more so for international students who may come from backgrounds that differ greatly from the academic and cultural norms of the U.S. The facilitators of this presentation will guide participants through the challenges for students acculturating to the standards of academic integrity, how to address issues of academic misconduct through effective strategies of prevention, and ways to respond to academic misconduct. Participants will have the opportunity to share their own experiences, successes, and challenges in dealing with this issue, as well as to brainstorm additional means of addressing it.

PARTICIPANTS WILL BE ABLE TO:

Identify and understand the challenges presented by conduct and behavior exhibited by students regarding academic misconduct: cultural, social, and academic underpinnings

Learn effective means for preventing academic misconduct through incorporating effective strategies of summative assessments and classroom management to promote academic integrity and support students' learning

Discover and become familiar with available resources for responding effectively to academic misconduct

**CAMPUS CONVERSATIONS:
CITATION MANAGEMENT OPTIONS**

PRESENTER:

Hector Escobar

University Libraries Director of Education & Information Delivery

MARCH 16 : 3:30 – 4:45 PM
LTC TEAM SPACE (020) OR

APRIL 12 : 3:20 – 4:35 PM
LTC MEETING SPACE (028)

As of June 2016, the University Libraries will no longer support access to RefWorks, a citation management software. Come learn about other citation software options available to the university. If you are a RefWorks user, learn about migrating your citation records to other platforms. This session will be offered twice.

Participants will learn about citation software options other than RefWorks available to UD. Participants will learn how RefWorks users can migrate citation records to other platforms.

COMMON ACADEMIC PROGRAM UPDATE

CAP TWO-YEAR EVALUATION

The Common Academic Program (CAP) is in the third year of implementation. A draft two-year report was shared with the Academic Senate in December. The report documents successes and provides recommendations to maintain the momentum in CAP implementation. Conclusions, lessons learned and recommendations from the evaluation of the CAP are summarized below. The report will be revised to respond to feedback from the Academic Senate and will be shared with the campus community.

A large number (244) of courses have been approved for the CAP as of December. Course development and approval continue with emphasis on Capstones and other underrepresented components as indicated in the CAP report. A large majority of students have completed the first- and second-year course requirements. UD has made progress in demonstrating the value of our education as it impacts student learning. Models for university-wide assessment systems are currently being investigated. The process for course approval is being revisited to address two main concerns: (1) the efficiency and effectiveness of the Course Inventory Management System (CIM), and (2) the interpretations of CAP requirements. The CAP website is being reorganized, and other options for making information available will be investigated and potentially implemented.

Professional and intellectual growth of faculty is an important construct that UD embraces as part of the Catholic Intellectual Tradition and UD's Marianist mission. Support of this vision of faculty growth and development will continue. In addition, the University Student Learning Outcomes will continue to be encouraged across the entire University and, in response to the charge in the Senate doc-

10-04, it is recommended that they should *be promoted in different ways, through different structures and activities, in the student's major, in General Education..., in co-curricular programming, and in learning experiences that transpire outside the formal curriculum. They are not to be regarded as the exclusive responsibility of a limited segment of the university community. Rather, they should shape all intentional planning for students' educational experience in every division of the university.*

COURSE DEVELOPMENT GRANT OPPORTUNITY: CROSSING BOUNDARIES-FAITH TRADITIONS

Originally scheduled for Fall 2015, a request for proposals for the development or significant revision and implementation of courses meeting the Crossing Boundaries-Faith Traditions requirements will take place this semester. With funding provided by the Office of the Provost, successful grant applicants will be awarded \$2500 per person. The CAP Leadership Team (CAPL) will oversee the process. 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' abilities to examine their own faith commitments and to participate in dialogue with other faith traditions. A preliminary announcement of the Faith Traditions RFP was made in December.

“DRAGON NATURALLY SPEAKING” SOFTWARE AT THE UNIVERSITY OF DAYTON

Electronic speech-to-text functionality is becoming more popular with the introduction of Apple’s Siri and “ok Google.” These programs (and many others) convert the spoken word into text. In some cases, the choice to use such programs is simply about convenience, while in others it is a necessity. The Office of Learning Resources has made Dragon Naturally Speaking software available to students with disabilities for several years at a limited number of seats in its technology lab in the LTC.

In Fall 2015, OLR completed arrangements to acquire more seats of Dragon Naturally Speaking. Students can now install Dragon on their own computer and use it continually while they are at UD. This will increase the accuracy of the transcription—the more often one uses it, the more accurate the program’s recognition of the user’s voice becomes. Some students will use this software to write papers; others may use it as a way to transcribe notes from a lecture or meeting.

While OLR has a finite number of seats available, faculty are welcome to request a seat for their computers if it will help with their work. It is a great resource for drafting papers and lecture notes, or to prepare the first-level transcript for a video that needs captioning for class!

If you have additional questions about the Dragon Naturally Speaking software, please contact OLR at 937-229-2066 and ask to speak with someone about Assistive Technology. If you have the software and need support, you can find training on Atomic Learning (<https://www.atomiclearning.com/highed/login/udayton>).

OTHER RESOURCES:

Learn more about Siri at <https://support.apple.com/en-us/HT204389>

Learn more about “ok Google” at <https://support.google.com/websearch/answer/2940021?hl=en>

INVITATION TO PARTICIPATE IN A SEMINAR SERIES ON LINGUISTICALLY RESPONSIVE INSTRUCTION

Please consider participating in a research study and faculty-development opportunity for full-time faculty in spring 2016 about teaching students for whom English is an additional language.

Colleen Gallagher (Teacher Education) and Jennifer Haan (English), both specialists in TESOL Teaching English to Speakers of Other Languages, will facilitate a semester-long seminar on linguistically responsive instruction (LRI) in collaboration with the LTC. The purpose is to bring together a group of eight–10 faculty from across the university to learn about linguistic factors at work for multilingual students and discuss possible strategies for supporting these students in your classes.

The seminar will include six 75-minute seminar meetings at which we will explore readings and other materials on LRI. The meetings will be from 11:00 AM – 12:15 PM in the LTC on the following Thursdays: February 4 and 18, March 3, 17 and 31, and April 14. In addition, the facilitators will conduct a classroom observation and a post-observation conference with each participant. Participants who complete the seminar series will receive a stipend of \$250.

If you would like to participate or would like further information, please contact Jennifer Haan (jhaan1@udayton.edu) or Colleen Gallagher (cgallagher1@udayton.edu).

CONVERSATIONS AROUND VOCATION AND PRACTICAL WISDOM

2016 marks the 10-year anniversary of the publication of the Marianist Education Working Group's Habits of Inquiry and Reflection: A Report on Education in the Catholic and Marianist Traditions at the University of Dayton. To honor this milestone, groups of faculty and staff are exploring the work our campus community has done in two Student Learning Outcomes (SLOs) identified in the report, Vocation and Practical Wisdom.

The Vocation group, led by Steve Neiheisel and Molly Schaller, is reading a book titled *At This Time and in This Place: Vocation in Higher Education*, edited by David S. Cunningham. They are discussing the language of vocation and plan to invite students, staff and faculty to participate in focus groups about their understanding of vocation.

The Practical Wisdom group, led by Bro. Ray Fitz, has examined the application of practical wisdom in various academic disciplines and through Student Development. They are developing a white paper to help define and conceptualize practical wisdom and to identify points in the student experience that align with it.

Both groups will be inviting the campus community to join the conversations in 2016 in order to recognize our achievements in each SLO and to identify other opportunities for growth. To read the 2006 Habits of Inquiry and Reflection report, go to www.udayton.edu/artssciences/about/images/Habits_of_Inquiry.pdf.

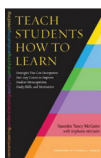
SOCHE AWARD WINNERS

Congratulations to **Jeannette Cox** (*School of Law*), **Joseph Haus** (*Electro Optics Grad Program*), **Denise James** (*Philosophy*) and **Muhammad Usman** (*Mathematics*), who received the Faculty Excellence award at the 2015 Southwestern Ohio Council for Higher Education Faculty Awards Banquet.



DENISE JAMES AND MUHAMMAD USMAN RECEIVE FACULTY EXCELLENCE AWARDS AT THE OCTOBER SOCHE FACULTY AWARDS BANQUET. PRESENTING THE AWARDS ARE SEAN CREIGHTON, SOCHE PRESIDENT, AND FELICE NUDELMAN, SOCHE BOARD CHAIR.

SPRING 2016 READING GROUPS



DISCUSSION DATES

THURSDAYS
12:30 – 2:00 P.M.

FEBRUARY 11
MARCH 3, 10, 17, 31

(LTC's Meeting Space o28)

TEACH STUDENTS HOW TO LEARN: STRATEGIES YOU CAN INCORPORATE INTO ANY COURSE TO IMPROVE STUDENT METACOGNITION, STUDY SKILLS, AND MOTIVATION

BY SAUNDRA YANCY MCGUIRE WITH

STEPHANIE MCGUIRE STERLING, VA: STYLUS, 2015

Facilitated by BETH HARRISON

(LTC/Office of Learning Resources)

Join this reading group for a series of rousing discussions on how to motivate your students to learn deeply. Saundra McGuire (chemistry) and Stephanie McGuire (neuroscience) bring together their expert explorations of three key concepts in learning—mindset, motivation, and metacognition—with a wide variety of strategies, techniques, and resources you can use to help your students learn how to learn.

Visit www.udayton.edu/ltc/development/reading_groups.php for more information and to register.



DISCUSSION DATES

THURSDAYS – FEBRUARY 18
3:30 – 4:30 P.M.
(LTC Forum)

MARCH 3
(LTC Team Space)

MARCH 17
(LTC Forum)

MARCH 31
(LTC Forum)

APRIL 7
(LTC Forum)

SUPERSURVIVORS: THE SURPRISING LINK BETWEEN SUFFERING AND SUCCESS BY DAVID B. FELDMAN AND LEE DANIEL KRAVETZ

Facilitated by SUSAN BROWN (LTC, Office of Faculty Development) and

KATHLEEN HENDERSON (Office of Student Success and Parent Engagement)

Starting where resiliency studies leave off, two psychologists explore the science of remarkable accomplishment in the wake of trauma, revealing the surprising principles that allow people to transform their lives and achieve extraordinary things. Join us to discuss the potential for thriving and growth following trauma and how to support students and colleagues who have experienced trauma.

Visit www.udayton.edu/ltc/development/reading_groups.php for more information or to register.

FROM Service PAGE 1

areas of the building. Emotional-support animals are generally restricted to residential areas and not permitted inside other university buildings.

What responsibilities does the owner/handler have for their service or emotional-support animal?

The animal must be under the control of the owner/handler. While it is preferred that the animal remain on a harness, leash or other tether, if this prevents the animal from performing its duties, it can be off leash as long as it remains under the control of the owner/handler.

The animal must be housebroken.

The animal should be vaccinated in accordance with state and local laws.

The owner/handler must clean up after the animal.

The focus of the LTC's Office of Learning Resources is to provide all students with disabilities an equitable opportunity to participate freely and actively in all areas of university life. If you have questions about service or support animals on campus, please contact our office at 937-229-2066.

STUDIO FELLOWS, ASPIRE FALL COHORTS FINISH

Congratulations to these faculty colleagues for completing the fall cohorts of ASPIRE and Studio Fellows.

ASPIRE

David Darrow

(History, University Honors Program)

Keri Kirschman *(Psychology)*

Suki Kwon *(Art & Design)*

Cyril Orji *(Religious Studies)*

Margie Pinnell *(Mechanical & Aerospace Engineering/Engineering Dean's Office)*

Ronda Scantlin *(Communication)*

Andy Slade *(English)*

Denise Taylor

*(Civil & Environmental Engineering/
Bioengineering Graduate Program)*

Michele Welkener

(Counselor Education & Human Services)

ASPIRE is an acronym for Associate Professor Inquiry, Reflection, and Exploration and serves as the title for a year-long, ten-session seminar intended to provide a cohort of tenured associate professors from across the curriculum an opportunity to critically examine and more clearly define their professional aspirations at the University and to develop the skills, confidence, and understanding necessary to make productive, more fulfilling choices in their career paths. For more information, contact Steve Wilhoit (swilhoit1@udayton.edu).

STUDIO FELLOWS

Cody Lyon *(English)*

Natalie Hudson *(Political Science)*

Nancy Miller *(Political Science/
University Honors Program)*

Ann Biswas *(English)*

Bryan Bardine *(English)*

Jennifer Dalton *(Health & Sport Science)*

Dorian Borbonus *(History)*

Myrna Gabbe *(Philosophy)*

Neomi DeAnda *(Religious Studies)*

Robert Obach *(Philosophy)*

Nicola Work *(Languages)*

Xiaoli Li *(English)*

Simanti Dasgupta

(Sociology/Anthropology/Social Work)

The LTC Studio space is intended to be a laboratory for faculty to experiment with innovative teaching practices. Faculty who choose to teach in this space pledge to become part of a community of practice that supports and cultivates their goals in teaching and student learning. Each semester a small cohort of faculty will be selected via an application process to be part of this cohort and participate in one of the tracks. For more information, contact Michelle Pautz (mpautz1@udayton.edu).



THE 2015-16 LEADERSHIP UD COHORT GATHERS FOR A FALL RETREAT.

UD WELCOMES ASSESSMENT EXPERT LINDA SUSKIE

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LTC NEWSLETTER SPRING 2016



Linda Suskie, an expert on assessment in higher education, visited UD for two days in late October to help the University community advance its student-learning assessment practices through a series of presentations and workshops. After her visit she reported that UD has some strong assets to advance assessment of student learning. For example, the LTC and its staff stand ready to support faculty in improving their curricula, teaching methods and assessment strategies. She was also impressed that every academic program now includes a required capstone, and that the interdisciplinary Crossing Boundaries component in the Common Academic Program (CAP), including Faith Traditions, Practical Ethical Action, Inquiry and Integration, promote integrated and synthesized learning as well as the opportunity to assess key UD student learning outcomes (SLOs).

Suskie listed action steps targeting continued progress in assessment. First, she recommended that every academic program (major) have an articulated set of key program-level learning outcomes, some of which would be linked to the seven UD SLOs, to use as the basis for assessment.

Second, all programs would benefit from having a comprehensive curriculum document that maps both required courses in the major and the Common Academic Program to ensure that every student, no matter which courses he or she elects in each component, has sufficient opportunity to achieve every outcome at an appropriately rigorous level by the time he or she graduates.

Third, Suskie recommended that UD consider investing in an assessment information management system to make it easier to record, analyze and use assessment results. She observed that through our atmosphere of collegiality and mutual respect, UD has many faculty and leadership teams who are committed to teaching excellence and to using assessment to help improve student learning. Members of the UD community can access an online portal containing at Suskie's presentations and video recordings of the two open sessions at sites.udayton.edu/lindasuskie.

CONFIDENTIAL CONSULTATIONS AVAILABLE

Did you know that staff and faculty associated with the LTC are available for one-on-one confidential consultations on a wide variety of teaching and learning topics, including SET results? Contact Susan Brown (sbrown4@udayton.edu, 229-3309) for more information.

REFWORKS IS RETIRING

The University of Dayton's subscription to the online bibliographic management program RefWorks will expire on June 1, 2016, and will not be renewed. If you are a RefWorks user, please follow the important steps on the RefWorks transition FAQ, located on the library website.

In making this decision, the Libraries carefully reviewed the pros and cons of maintaining a RefWorks subscription, concluding that the cost can no longer be justified when other free or low-cost citation-management programs perform comparably with or better than RefWorks. Alternative options include Endnote, Mendeley, and Zotero. Librarians can offer support for each of these.

If you would like to continue using RefWorks, an individual license is \$100 per year. Go to refworks.com for more information.

Roesch Library is offering one-on-one consultations by appointment in preparation for this transition. Make an appointment by emailing knowhub@udayton.edu. Librarians will help you transfer your data and answer any questions you may have. Two Campus Conversations sessions about the transition from RefWorks are scheduled for March 16 and April 12; see page 2 for more information.

PIVOT FOR FUNDS AND COLLABORATION

A database available through the University Libraries, the Office of Research and UDRI can help UD faculty, staff, researchers and graduate students identify new funding sources and research collaboration opportunities.

This robust, editorially maintained database, called Pivot, lists funding opportunities worth an estimated \$33 billion, and its profiles of researchers from around the world help users connect with scholars of similar research or teaching interests.

To access Pivot, use Roesch Library's listing of databases or see <http://pivot.cos.com/>. To sign up, use your UD e-mail address for verification purposes. After completing a Researcher Profile, you can start receiving funding recommendations and potential collaborators.

Want additional guidance? Matt Pierson of UDRI can provide one-on-one support and give group presentations. Contact him at 937-229-4343 for more information.

RESOURCES FOR GRADUATE STUDENTS

The office of Graduate Academic Affairs organizes professional development workshops and seminars for members of the graduate student body. In spring look for sessions on networking for professional growth, conflict management, grant writing, and balancing roles as a graduate student. We also plan to hold monthly brown-bag lunches with the Graduate School Minister, Mary Wlodarski.

FIRST ON THE CALENDAR IS:

Using SPSS (Statistical Package for the Social Sciences), presented by Dr. De Luca, 3:30 PM February 19, Fitz Hall Room 670.

Graduate students, deans, directors and administrative assistants will receive emails as other opportunities become available. If you have a suggestion for a particular topic which may be of use to graduate students, please email Dori Spaulding at spauldingd1@udayton.edu.

FACULTY LUNCH CONVERSATION:
SCHOLARSHIP REDEFINED BY A NEW
DIGITAL DATA REVOLUTION

Join us for a lunch and conversation about how faculty scholarship is impacted by dramatic changes in the way digital data is being generated and shared. Discover how new tools such as UD's new high-speed network (UDsci-NET), Internet2 and a growing number of global data repositories are now available to serve the research needs of faculty, staff and students. Learn how to access and leverage these important new resources in your own scholarship!

SPONSORED AND HOSTED BY
UNIVERSITY LIBRARIES AND UDIT.

Thursday, March 3, 2016

12:30 P.M. – 1:45 P.M., KU East Ballroom

Please register at:
go.uyatn.edu/facultyitlunch

Contact David Wright with questions
(dwright1@uyatn.edu)

STANDER SYMPOSIUM 2016
SCHEDULE OF EVENTS

TUESDAY, JANUARY 19, 2016

Online registration begins

TUESDAY, MARCH 8, 2016

Deadline to submit project proposals
is at 11:59 P.M.

TUESDAY, APRIL 19, 2016

OPENING MASS : 12:05 P.M.

Immaculate Conception Chapel

CELEBRATION OF THE ARTS

Schuster Center, One West Second Street
6:30 P.M. Interactive art installations in
the Wintergarden

8 P.M. Performance in Mead Theatre

WEDNESDAY, APRIL 20, 2016

DAY AT THE STANDER

8 A.M. – 5 P.M., UD Campus Locations

For over 25 years, the Stander Symposium has acted as an annual showcase where both undergraduate and graduate students are invited to showcase their research, creative endeavors and academic achievements. We celebrate the symposium as a day of alternate learning by canceling all regularly scheduled

courses and meetings-instead inviting the whole University to engage in conversation, learning and panel discussions-outside of the classroom.

Free Breakfast

8 – 9:30 A.M., RecPlex, Main Gym

Poster Sessions

RecPlex, Main Gym

9 – 10:15 A.M., Session I

10:45 A.M. – 12:00 P.M., Session II

*Oral presentations, panel discussions,
performances and visual arts displays*

8:00 A.M. TO 5 P.M.,

Various Campus Locations

Stander Symposium closing reception &

Annual Horvath Awards presentation

5 – 7 P.M., Gallery 249, Fitz Hall

Parking

On April 20, parking available in S1 all day and D lot after 4:00 P.M. Limited guest parking passes available at the visitor center in P, C, and B lots.

COMMUNITY-ENGAGED LEARNING WITH THE FITZ CENTER

The Community Engaged Learning team in the Fitz Center is delighted to work with community partners and UD faculty and staff to spark collaborations, enhance and promote community engagement, facilitate designing engaged courses and projects, and offer resources and support for community engaged learning. With our primary focus on community, we build and sustain partnerships for engaging students with community priorities and assets.

HIGHLIGHTS OF THE PAST YEAR:

Last October, the Fitz Center held its second annual Community Partner Collaboration Open House event, attracting 26 local community agencies and 46 faculty and staff. Attendees engaged in conversations that sparked questions, ideas, challenges, needs and passions regarding partnership, collaboration, teaching, and research.

Since January 2015, faculty and staff have participated in Collaborative Bus Tours with community partners. Each bus tour focused on a different social justice issue facing the Dayton community. Topics have included (1) health care and access, (2) immigration and refugees, (3) food insecurity and urban farming, and (4) urban housing issues. Stay tuned for information about spring Collaborative Bus Tours.

In fall Kelly Bohrer and Malcom Daniels led a faculty book read of 10–15 faculty and staff interested in engaging in active, collaborative conversations surrounding CEL. The group used Barbara Jacoby’s “Service-Learning Essentials: Questions,

Answers, and Lessons Learned” (2015) as a guide for discussion on challenges, best practices, assessment, and sustaining community partnerships.

During the course of the year, faculty and staff in many disciplines have also embraced the CEL pedagogy in their courses. The CEL pedagogy has been used as a tool in advancing learning outcomes of Habits of Inquiry and Reflection. Students enrolled in CEL courses benefit academically, professionally, and personally.

HERE’S A LOOK AT EVENTS FOR SPRING:

Community Engagement Book Read: Join the Fitz Center and ETHOS as we read and discuss a selection of chapters from “Research on Service Learning 2A/B,” edited by Clayton, Bringle, and Hatcher (2013). Contact Kelly Bohrer at kbohrer1@udayton.edu to join us.

Barbara Jacoby (04/14/16): Dr. Barbara Jacoby (author of “Service-Learning Essentials: Questions, Answers, and Lessons Learned”) will be visiting UD’s campus to share conversation with faculty and staff about her book and about the value, potential, principles, frameworks, and practical action steps of community engaged learning in higher education

CityLinks Neighborhood Conference (04/15/16): This conference brings neighborhood leaders together to share ideas and strategies on how to improve the City of Dayton neighborhoods.

River Summit (05/18/16): This conference links cities, communities, and individuals to develop a regional strategy that leverages our most unique asset, the Great Miami and Mad Rivers.

WHO'S NEW IN THE LTC



LEFT:
RACHEL NORMILE
RIGHT:
JULIANNE MORGAN

Julianne Morgan, E-Learning Specialist, graduated from UD in 2012 with a degree in Philosophy, Women's and Gender Studies, and Art History. She worked as the administrative assistant in Women's and Gender Studies before moving to the Udit Service Center, where she provided first-tier IT support to campus. She is a volunteer coach for Science Olympiad at Centerville High School where she teaches geology, computer programming, and astronomy. She spends her free time reading articles about rockets and space—and can usually be counted on to keep people abreast of anything to look for in the night sky. Morgan recently adopted a cat named Cinnamon and will speak often and at great length about how amazing Cinnamon is.

Rachel Normile, administrative assistant working in the offices of Learning Resources and Faculty Development,

graduated from Xavier University in 2006 with a degree in History, and from Wright State in 2012 with a Master's in International and Comparative Politics. She worked as a Constituent Services Liaison for the U.S. Senate for several years, focusing on veterans' benefit and health-care issues, and then as an event planner in the private sector in order to move back to her hometown of Dayton. She loves to travel and experience different cultures and has been to multiple countries in Europe and Central America. She also spent a semester abroad in Japan during grad school. Her dream destination is Machu Picchu. In her spare time, Normile enjoys following current events, doing DIY projects around the house (often inspired by HGTV, but rarely executed as well), and hanging out with her husband and her dog, Gidget.

LTC SAVE-THE-DATE

Calling All Adjuncts! The spring adjunct faculty workshop is scheduled for February 13, with a snow date of February 20. All adjuncts are invited to attend. From 11 am – Noon, LTC staff will be available to answer any questions you might have about teaching at UD; this is a great session for new faculty or those who haven't taught at UD in awhile. Lunch will be served at Noon, and afterward we'll discuss how to make sense of student evaluations and other topics identified by adjunct faculty. Each adjunct participant will receive a \$50 stipend. Visit www.udayton.edu/ltc/development/adjunct_faculty.php for the registration form. Contact Susan Brown (sbrown4@udayton.edu) with questions.

Are you interested in joining **Studio Fellows** in fall 2016? The LTC Studio space is intended to be a laboratory for faculty to experiment with innovative teaching practices. Each semester a small cohort of faculty will be selected via an application process to be part of this cohort and participate in one of three tracks (Scholarship of Teaching & Learning; Technology Innovation; Teaching Mentors). Visit <https://www.udayton.edu/ltc/development/studio.php> for more information or to apply. Review of applications begins January 25. Contact Michelle Pautz (mpautz1@udayton.edu) with questions.

SOCHE ED 2016 promises to be another great meeting of area educators to discuss "Building Bridges." The April 15 conference will feature speakers Dr. Derald Wing Sue, Dr. Barbara Jacoby, and Dr. Sonia DeLuca Fernandez. The LTC will reimburse departments 50% of the registration fee for any faculty who attend; contact Susan Brown (sbrown4@udayton.edu) with questions. For more information about SOCHE ED or to register, visit <https://soche.org/soche-ed-conference>.

UPDATE ON SUPPORTING HIGH-IMPACT EXPERIENTIAL LEARNING

By starting the process of creating a lean experiential learning (EL) resource team to be physically located in the LTC, the University this semester is implementing a plan with roots dating back to 2012. The Office's mission will be to provide EL support identified through campus outreach and not currently readily available to campus (e.g., help in EL assessment, data collection, EL mentor training, faculty development, and logistics), thus enhancing our ability to promote high-quality experiential learning opportunities for students. Headed by a Director, this team will also include an appointed LTC Faculty Fellow for EL (recruitment will start this semester), a full-time EL Assessment Coordinator to be hired later this year, and some student interns. The work of the office will be supported by an advisory council. The Director's search is underway, with on-campus interviews expected in early February. Open sessions will invite broad participation from the campus community; stay tuned for more details.

BACKGROUND OF INITIATIVE

A UD Provost's Council academic visioning retreat held in May 2012 focused on imagining the University of Dayton in 2022, with the intention of identifying long-term promising initiatives. Experiential learning emerged as one of the potentially high-impact initiatives, leading to the creation of a scoping task force (2012–2013) charged with identifying both the likely efficacy of and a potential structure for enhancing experiential learning as a key UD educational value. That task force

was followed by an experiential learning strategy task force (2013–2014) to develop strategic recommendations for undergraduate experiential learning at UD.

You may recall the work of this task force in particular, as one sub-team deployed an online survey (n=155) and personal interviews (n=75) to identify what structures and processes would be most helpful to support faculty and staff in the good experiential learning work already taking place; a companion sub-team conducted 159 personal interviews with students and alumni. While the Experiential Learning Strategy Team submitted its final report in May 2014, a related task force, the Carnegie Community Engagement Classification task force submitted its self-study to the Carnegie Foundation in April 2014 and its final recommendations to the Provost in December 2014. In February 2015, Interim Provost Paul Benson charged an implementation team to develop a set of unified implementation recommendations congruent with the recommendations of both task forces and the University's Strategic Plan revised tactic 1.4B: "Advance high-impact experiential learning, mentored by faculty and staff, as a signature element of a UD education, and strengthen infrastructure to coordinate, assess, and sustain high-quality experiential learning." The recommendations of the implementation team work were discussed in the Provost Council and plans set into motion.

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.



TRY ANY
GRANDE
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\$2.75

Redeemable at THE BLEND (In the LTC,
Ground Floor of Roesch Library) or THE
BLEND EXPRESS (Miriam Hall)

OFFER EXPIRES 04/29/16

STUDENT SUCCESS NETWORK UPDATES
AND KUDOS

In fall the University launched the Student Success Network, a comprehensive software solution that allows faculty and staff a quick and simple way to provide students with timely and valuable feedback on their performance. Additionally, the ssn allows advisors and support offices a consolidated information source to identify and prioritize students who may benefit from a specific intervention strategy to support their success. Also piloted in fall was Student Progress Checkpoints, where Faculty are able to identify student concerns through a roster.

Several highlights resulted from the ssn’s rollout. The two Student Progress Checkpoints had participation from 341 unique faculty members. Through the checkpoints and individual usage, more than 1600 academic concern flags were raised, a 7.75% increase over the highest reporting period under the previous system. Every flag that was submitted was reviewed to determine whether an intervention was recommended. Additionally, every first-year student (242) who was reported with an attendance concern was contacted through the Peer Ambassadors for Student Success program (PASS.)

Most notable is that faculty and staff awarded more than 4,000 Kudos to acknowledge and reward achievement and progress in and out of the classroom.

KUDOS TO UNDERGRADUATE
DEPARTMENTS— HIGHEST
STUDENT PROGRESS CHECKPOINT
COMPLETION RATE

Political Science (Chair, Grant Neely)

Religious Studies (Chair, Dan Thompson)

Teacher Education

(Chair, Connie Bowman)

Psychology (Chair, Keri Kirschman)

Engineering Technology

(Chair, Scott Schneider)

User feedback has led to the following enhancements to ssn:

- Additional ways for users to view specific groups of students (i.e. only students with a specific major)
- Course Section Schedule Import- an enhancement for attendance tracking. ssn now imports section meeting times directly from Banner, eliminating the need for creation of a section schedule to use attendance tracking.
- Adding Quick Access Links to Isidore and DegreeWorks to a user’s Home page. These will appear in the “My Services” panel on the home page.
- Creating “Internal Tracking Items” to allow users to create flags that do NOT notify the student. This will allow users to choose whether or not the student receives an email generated by the Student Success network.

Please contact Becki Lawhorn (rlawhorn1@udayton.edu or Aaron Witherspoon (awitherspoon1@udayton.edu) to provide feedback and suggestions or to arrange a consultation, demonstration or training session.

UPDATE ON SUPPLEMENTAL INSTRUCTION AND TUTORING

At the Office of Learning Resources (OLR), we have branded ourselves as being “Your Partner in Learning” whether you are a student, faculty or staff member, or parent. Our goal is to provide resources for learning to the UD community. We endeavor to encourage each student’s learning process by helping them work toward self-efficacy so they can identify how they learn best and pursue a learning path that is sustainable. One of the most important OLR services that addresses this for UD students is our peer-facilitated academic support services -- Supplemental Instruction (SI) and Tutoring. The OLR has provided SI and Tutoring for the University of Dayton’s undergraduate students for more than 10 years.

Why is this important?

OLR stays current in student affairs and learning support best practices and continually updates its services in order to offer quality learning support for our increasingly diverse student population. For example, we focus on a peer-to-peer facilitation model because it has been shown to be highly effective with students by allowing them to ask questions within a “safe” environment in which they can review the information with an experienced SI Leader or Tutor. And we train SI Leaders and Tutors to help client-students develop their reasoning and questioning skills.

Recently we have found that first-year students are coming to SI and Tutoring sessions with unrealistic expectations regarding the kinds of help they can expect from these sessions: many are looking for SI and Tutoring to give them answers to their homework assignments. To respond, OLR will release the following media campaign in spring to help promote realistic expectations about SI and Tutoring sessions: “Tutoring is not about answers. It is about building skills for learning.” We will also make changes to SI/Tutor meetings and trainings to further strengthen SI Leaders’ and Tutors’ ability to guide clients in developing discipline-specific methods of inquiry that will allow them to discover answers for themselves. We feel these changes will help client-students arrive at their Tutor-

ing sessions better prepared and leave with a greater sense of satisfaction and knowledge of how they can control their learning experience.

What else should you know about SI and Tutoring services?

SI sessions are regularly scheduled group review sessions held twice weekly for designated sections of specific courses. Each session is facilitated by a peer facilitator, the SI Leader, who also attends the class with students in order to know what they have heard from the professor. SI Leaders are trained to develop lesson plans that include activities to help students learn the material from class. SI works best when students attend regularly and when the course instructor and SI Leader work together to discuss the learning for the course.

Tutoring is a one-on-one or small-group learning experience with a peer facilitator hired and trained to work with client-students on material from designated 100- and 200-level courses. Students can walk in without an appointment for tutoring in high-demand courses (Chemistry, Math, Physics) or make an appointment with a tutor for other courses. Walk in tutoring and appointments are available 6:30 – 9:30 PM Monday through Thursday in Marianist Hall Learning Space. Appointments can be made online using TutorTrac (see the entry on Tutoring on the OLR website for details: go.udayton.edu/learning).

OLR only hires students who have received recommendations from faculty to be SI Leaders and Tutors, so we are dependent upon you to help us find good candidates. Both SI Leaders and Tutors receive extensive training and feedback from OLR staff throughout their employment with OLR.

The list of courses for which SI and/or Tutoring are offered is available on the Learning Support Guide on the OLR website (go.udayton.edu/learning).

ARTSTREET WHITE BOX GALLERY INSTALLATION SERIES EVOLVES THROUGH AN EXPLORATION OF 'CLIMATE'

16

LTC NEWSLETTER SPRING 2016

The White Box Gallery is the nexus for the courses, public programs and 'radically creative' experiences that help spark innovative dialogue at ArtStreet. Hosting six world premiere installations annually, the White Box Gallery's mission is to bring vision to reality through 4-dimensional (sight, sound, space and emotion) immersions that challenge social, industrial, cultural and academic perspectives. Faculty are encouraged to experience curriculum through a 4D (sight, space, sound and emotion) model along with their students.

In 2015–2016, the White Box Gallery, through direct collaboration with the IAN Collective—a body of faculty, staff, alumni and regional creatives—is bringing to life the implicit and explicit multitudes that challenge our daily cli-

mate. From the origins of want and need to the fight for more when it's taken away, the White Box Gallery's fall installations focused on THIRST, CONSUMPTION and FEAR. The spring semester will introduce UPHEAVAL, followed by REFLECTION, the 11th annual Citizens of the World student photo installation. The academic year will culminate with the IAN II capstone installation, CHANGE. With guidance from Michael Bashaw, UD's Visiting Artist for Sustainability Initiatives, students will creatively apply innovative 'solutions' to the collaborative and critical perspectives developed from the entire season's installation themes.

For a detailed gallery schedule of events, visit udayton.edu/artstreet.



LTC AT-A-GLANCE

PHONE: 937-229-4898

EMAIL: LTC@udayton.edu

ACADEMIC AFFAIRS AND LEARNING INITIATIVES (AALI)

DEB BICKFORD
*Associate Provost for Academic
Affairs and Learning Initiatives;
Director, LTC*

SUE KRISKO
AALI Administrator

COMMON ACADEMIC PROGRAM (CAP): 229-5534

SAWYER HUNLEY
Assistant Provost for CAP
JUDY OWEN
Data and Assessment Coordinator

CURRICULUM INNOVATION AND E-LEARNING: 229-2117

DAVID WRIGHT
Director
JANE WESTENDORF
Senior Administrative Assistant

IT TRAINING: 229-2137

MIKE MCCLURE
IT Training Manager

E-LEARNING LAB: 229-5039

RYAN ALLEN
Associate Director of E-Learning

DAVID BAUER
Senior Web Developer

LEAH BERGMAN
Senior E-Learning Specialist

LEONARDO CANESSA
Web Developer

JULIANNE MORGAN
E-Learning Specialist

MEDIA ARCADE: 229-2676

JOHN LECOMTE
Senior E-Media Specialist

JUSTIN SWANN
IT/Technology Support Specialist

FACULTY AND LEADERSHIP DEVELOPMENT

SUSAN BROWN
Director of Faculty Development:
229-3309

MARY GAIBLE
Program Support Specialist: 229-5670

RACHEL NORMILE
*Administrative Assistant for Faculty
Development: 229-5657*

LEARNING TEACHING CENTER

PATTY LAMB
LTC Coordinator
DAVID THOMAS
Night Coordinator

OFFICE OF LEARNING RESOURCES: 229-2066

BETH HARRISON
Director

BRENDA COOPER
Assistant Director

ZELDA SMITH
Assistant Director

DEANNA ARBUCKLE
*Disability Services and
Assistive Technology Coordinator*

ERIN GIBBS
Test Coordinator

MICHAEL KEY
Learning Initiatives Coordinator

CHRISTINA KLIMO
Write Place Coordinator

BETH LANTZ
Data Specialist

ANIRBAN MANDAL
Technical Support Specialist

YA YOU
International Student Education Specialist

RACHEL NORMILE
Administrative Assistant: 229-5657

TBD
*Multicultural Learning
Initiatives Coordinator*
KATRINA LAZARTE
Disability Services Graduate Assistant

FACULTY CAREER ENHANCEMENT: 229-5317

STEVE WILHOIT
Director



JANUARY

22 FRIDAY

E-Learning: Isidore 101
Getting Started with Isidore
FACILITATED BY: E-LEARNING STAFF
1:00 – 2:00 PM
LTC Meeting Space 028

25 MONDAY

E-Learning: Getting Acquainted with the Isidore Gradebook Tool
FACILITATED BY: E-LEARNING STAFF
3:00 – 4:00 PM
LTC Meeting Space 028

28 THURSDAY

E-Learning: Boosting Student Engagement with Clickers
FACILITATED BY: E-LEARNING STAFF
12:00 – 1:00 PM
LTC Team Space 020 (light lunch served)

29 FRIDAY

CARMA: Special Topics with Moderators
FACILITATED BY:
DR. ERNEST O'BOYLE,
UNIVERSITY OF IOWA
12:00 – 1:15 PM
LTC Conference Room 027C
(light lunch served)

FEBRUARY

05 FRIDAY

E-Learning: Isidore 201 Advanced Uses and Tool
FACILITATED BY: E-LEARNING STAFF
1:00 – 2:30 PM
LTC Team Space 020

15 MONDAY

E-Learning: How to Capture Videos and Share them with Students
FACILITATED BY: E-LEARNING STAFF
3:00 – 4:00 PM
LTC Forum 044

23 TUESDAY

Campus Conversations (formerly FES): Academic Integrity
FACILITATED BY: YA YOU,
OFFICE OF LEARNING RESOURCES (OLR),
LEARNING AND TEACHING CENTER (LTC);
NICHOLE LUCAS, INTENSIVE ENGLISH
PROGRAM (IEP), CENTER FOR
INTERNATIONAL PROGRAMS (CIP);
NICHOLAS TAGGART, INTENSIVE ENGLISH
PROGRAM (IEP), CENTER FOR
INTERNATIONAL PROGRAMS (CIP)
12:30 – 1:45 PM
KU 310
(feel free to bring brown-bag lunch)

25 THURSDAY

E-Learning: Google Docs and Isidore
FACILITATED BY: E-LEARNING STAFF
12:00 – 1:00 PM
LTC Meeting Space 028
(light lunch served)

26 FRIDAY

CARMA: Video Ethnography
FACILITATED BY: DR. CURTIS LEBARON,
BRIGHAM YOUNG UNIVERSITY
12:00 – 1:15 PM
LTC Conference Room 027C
(light lunch served)

CARMA: Fuzzy Set Qualitative Comparative Analysis
FACILITATED BY: DR. PEER FISS,
UNIVERSITY OF SOUTHERN CALIFORNIA
1:15 – 2:30 PM
LTC Conference Room 027C

MARCH

01 TUESDAY

E-Learning: Planning & Facilitating Online Discussions
FACILITATED BY: E-LEARNING STAFF
10:00 – 11:00 AM
LTC Forum 044

09 WEDNESDAY

E-Learning: Boosting Student Engagement with Clickers
FACILITATED BY: E-LEARNING STAFF
10:00 – 11:00 AM
LTC Meeting Space 028

16 WEDNESDAY

Campus Conversations (formerly FES): Citation Management Options (repeated April 12)
FACILITATED BY: HECTOR ESCOBAR, UNIVER-
SITY LIBRARIES
3:30 – 4:30 PM
LTC Team Space 020



17 THURSDAY

*E-Learning: Isidore eQuality
10 Practical Tips for Accessibility*

FACILITATED BY: E-LEARNING

11:00 AM – 12:00 PM

LTC Meeting Space 028

21 MONDAY

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

FACILITATED BY: E-LEARNING STAFF

10:00 – 11:00 AM

LTC Meeting Space 028

APRIL

07 THURSDAY

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

FACILITATED BY: E-LEARNING STAFF

10:00 – 11:00 AM

LTC Forum 044

*E-Learning: Teaching Online Support Group
(Part I)*

FACILITATED BY: E-LEARNING STAFF

3:00 – 4:30 PM

LTC Meeting Space 028

08 FRIDAY

*CARMA: Multilevel Mediation
Facilitated by: Dr. Zhen Zhang,
Arizona State University*

12:00 – 1:15 PM

LTC Conference Room 027C

(light lunch served)

CARMA: Generalized Linear Mixed Models

FACILITATED BY: DR. LEONA AIKEN, ARIZONA
STATE UNIVERSITY

1:15 – 2:30 PM

LTC Conference Room 027C

11 MONDAY

Teaching Online Support Group (Part I)

FACILITATED BY: E-LEARNING STAFF

10:00 – 11:30 AM

LTC Meeting Space 028

12 TUESDAY

*Campus Conversations (formerly FES):
Citation Management Options*

FACILITATED BY: HECTOR ESCOBAR,
UNIVERSITY LIBRARIES

3:20 – 4:20 PM

LTC Meeting Space 028

14 THURSDAY

*Creating and Delivering Online Exams
with Isidore*

FACILITATED BY: E-LEARNING STAFF

2:00 – 3:00 PM

LTC Meeting Space 028

19 TUESDAY

*How to Capture Videos and Share them
with Students*

FACILITATED BY: E-LEARNING STAFF

10:00 – 11:00 AM

LTC Forum 044

21 THURSDAY

Teaching Online Support Group (Part II)

FACILITATED BY: E-LEARNING STAFF

3:00 – 4:30 PM

LTC Meeting Space 028

25 MONDAY

Teaching Online Support Group (Part II)

FACILITATED BY: E-LEARNING STAFF

10:00 – 11:30 AM

LTC Meeting Space 028

28 THURSDAY

Isidore 201 - Advanced Uses and Tools

FACILITATED BY: E-LEARNING STAFF

10:00 – 11:30 AM

LTC Meeting Space 028

**DESCRIPTIONS AND
REGISTRATION INFORMATION**

For TAGS (Teaching a Global Student
Community) programming, visit
[www.udayton.edu/ltc/development/
tags/index.php](http://www.udayton.edu/ltc/development/tags/index.php)

For Reading Groups, see page 6 or visit
[www.udayton.edu/ltc/development/
reading_groups.php](http://www.udayton.edu/ltc/development/reading_groups.php)

For E-Learning, visit
[www.udayton.edu/udit/communica-
tions_collaboration/e-learning/training.
php#Large%20Group%20Training](http://www.udayton.edu/udit/communications_collaboration/e-learning/training.php#Large%20Group%20Training)

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



UNIVERSITY *of*
DAYTON

RYAN C. HARRIS LEARNING
TEACHING CENTER
GROUND FLOOR, ROESCH LIBRARY
+ 1302

