

Fall 8-2016

LTC Newsletter

University of Dayton. Ryan C. Harris Learning Teaching Center

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Recommended Citation

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http://ecommons.udayton.edu/ltc_newsletter/25

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FALL 2016

LTC NEWSLETTER

RYAN C. HARRIS LEARNING TEACHING CENTER

UNIVERSITY of
DAYTON



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MAKE SURE YOUR VOICE IS HEARD

You may have already heard that the campus community is engaging in a strategic visioning process this academic year to help define UD's distinctive excellence and our future aspirations and priorities. UD has been bold, forward-thinking, and innovative in the past.

Through the unfolding strategic visioning process, and under President Spina's leadership, we aim to be bold once again. This fall, make sure your voice is heard as UD plans creatively and ambitiously for the future. The strategic visioning process asks every member of the UD community to get involved. Working groups have been established around the following themes:

- how we define educational value
- how we teach and learn

- how we discover and engage
- how we shape our campus, and
- how we promote institutional effectiveness and sustainability

Each working group will offer multiple ways to engage, and there will be campus-wide opportunities for participation as well. Be on the lookout for these opportunities, and help UD be bold for our future!

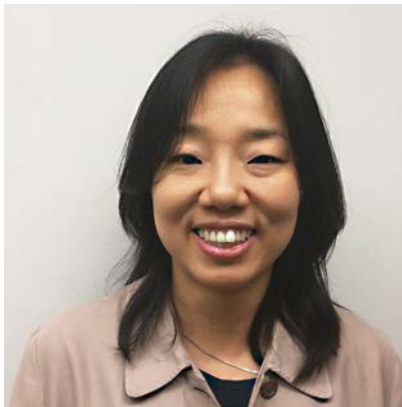
Please contact Steering Committee co-chairs Paul Benson (Office of the Provost, pbenson1@udayton.edu) and Michelle Pautz (Department of Political Science and MPA Program, mpautz1@udayton.edu) with questions or suggestions.

LTC'S FELLOWS PROGRAM SUPPORTS EMERGING PRIORITIES



Kenya Crosson, Civil and Environmental Engineering and Engineering Mechanics

Joining current LTC Fellows Molly Schaller (Counselor Education), who works with department chairs, and Michelle Pautz (Political Science and Public Administration), who coordinates the Studio Fellows program, are Kenya Crosson (Civil and Environmental Engineering and Engineering Mechanics), the LTC Faculty Development Fellow for



Suki Kwon, Art and Design

Diversity and Inclusion, and Suki Kwon (Art and Design), the LTC Faculty Development Fellow for Teaching a Global Student Community. Watch for announcements about programming around these issues.

A university-wide call for a Faculty Development Fellow in Experiential Learning will go out to faculty later in 2016–17.

DEAR RUDY: ANSWERS TO QUESTIONS BIG AND SMALL

Dear Rudy,

I'm a new faculty member at UD, and I'm really excited to be here. My colleagues are great and the students seem eager to learn. But I am having trouble understanding some of the things I'm supposed to do. I know about Isidore, because I worked with the LMS at my graduate institution. Colleagues keep talking about the Student Success Network, and yesterday someone mentioned DegreeWorks. Can you help me sort out which system does what, and which ones I should be using?

Baffled Beginner

Dear Baffled Beginner,

Welcome to the University of Dayton! You have asked an excellent question. I hope that I can provide an answer that will send you soaring into the new academic year.

The Student Success Network, which all faculty can use, is a quick and simple way for instructors to notify advisors and support offices when they have a concern about a student, enabling students to receive needed assistance in a timely and effective manner. It is based on the idea that a campus community engaged with a student will contribute substantially to that student's success, and that effective campus engagement occurs through collaborative efforts among faculty, advisors, and support offices. In addition, individual outreach to students and face-to-face conversations are critical so students know that there are people at the university who care about their success. The Student Success Network is designed to promote these important interactions.

FEATURES OF THE STUDENT SUCCESS NETWORK INCLUDE:

- Personal, searchable success network
- Online scheduling for individual and group appointments

- Central student folder with notes, photos, and attribute
- Sharable and/or private advising notes
- Automatic and Manual flags to detect at-risk students
- Kudos to provide positive feedback to students
- Automated communication workflows in accordance with FERPA guidelines

DegreeWorks, a system for advisors, provides powerful academic planning tools and real-time advising capabilities that create new efficiencies and foster more personal interactions between advisors and students. Students receive the academic advice they need to succeed and advisors gain new capabilities to help them counsel their students more successfully. Features and benefits include:

- Clear visual indicators showing whether a course requirement has been met or is in progress
- Outstanding requirements automatically displayed for courses not yet completed
- What-if audits showing students their degree progress if they change their major
- Look-ahead audits showing students how their degrees would progress given assumptions on future course completions
- Robust transfer articulation
- Course substitutions and waivers within the degree audit

For those faculty who also advise students, I recommend using SSN and DegreeWorks together. I hope this has answered your questions! For more information on the Student Success Network, please visit www.udayton.edu/success/student_success_network/index.php.

Best,

Rudy

USING BASELINE BEHAVIOR FOR INTERVENTION AND THREAT ASSESSMENT

LINDSAY MAXAM, ASSISTANT DEAN OF STUDENTS AND CHRIS SCHRAMM, DEAN OF STUDENTS AND ASSOCIATE VICE PRESIDENT, STUDENT DEVELOPMENT

With growing awareness of students' and staffs' behavior in and out of the classroom on U.S. campuses, we are more concerned than ever for our own well-being and the well-being of others. It is incumbent on all of us to begin to notice a pattern of behavior in others who we see in our everyday lives. A tool we call baseline behavior can assist us in managing this new dynamic.

An individual's baseline behavior is how they normally act and interact with others in their daily routine. Everyone's baseline is different, as are changes in baseline behavior (a very talkative student who becomes quiet, or a student who is always late and suddenly is timely). While being off one's baseline or showing distress does not guarantee an incident will occur, it could provide context towards a person's trajectory toward distress. Following best practices as researched by the National Behavioral Intervention Team Association (NaBITA), baseline behavior is actively used to assess threat and intervene appropriately in an educational environment.

Indicators that a community member could be off their baseline include missed attendance for classes or meetings, failure to complete assignments or work tasks, suicide ideation or attempt, change in personal appearance and hygiene, disruptive or unusual behavior, or troublesome social media posts. While these are more of the common

indicators, anything out of the ordinary can raise concern and should be reported. Additionally, enhanced risk factors could raise the level of concern and necessity for a quicker response or intervention, including current or past alcohol or other drug abuse, PTSD, history of eating disorders, intentional self-injury, significant suicide ideation with a plan, or a history of violence.

If a community member is acting off their baseline, you can support them until you are able to reach out for assistance. Tips for supporting those in distress include offering to help, sharing what you have noticed, listening carefully and reflecting on what you understand, expressing care and concern, sharing campus resources, and making a plan.

If you believe you have a student who is acting off their baseline, please report concerns to the Dean of Students during business hours at 9-1212 or after hours via the DOS website at deanofstudents@udayton.edu, or call Public Safety any time (24 hours) at 9-2121. For concerns about faculty and staff, please report to Human Resources at 9-2541. There are a number of resources available to assist you. Sometimes a simple conversation will help relieve a long-standing concern.

Blessings on a safe academic year ahead.

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.

NEW OPPORTUNITIES TO TEACH IN THE LTC STUDIO

There is good news for those who want to try out teaching in the LTC Studio. Thanks to a new initiative, Studio space is now available to faculty members who would like to experiment with the space on a more limited basis for a portion of the semester. For example, if a particular unit in a course would be well-served by the technology and space available in the Studio, the faculty member can utilize the Studio for a two-week period. Or perhaps a course works toward a simulation, and students would be well-served by using the space for that event for a few class periods. This is a great way to try out the Studio space in a more limited way.

Faculty interested in using the Studio for a specific aspect of a course they teach elsewhere should contact LTC Fellow Michelle Pautz at mpautz1@udayton.edu or 229-3651. No formal application is required. Simply inquire about Studio availability.

The Studio Fellows program exists for faculty who want to teach an entire course in the Studio, and Pautz has designed new opportunities for sharing with colleagues the benefits of teaching in the Studio. Each Studio Fellow will work on a specific Teaching Innovation Project (TIP). At the end of the semester, Studio Fellows will share their experiences with their colleagues and the UD community.

To be selected as a Studio Fellow, a faculty member devises for the application a focal project regarding some

aspect of his/her teaching. That project can be any effort *that represents something new for that faculty member*. For example, perhaps a faculty member wants to try organizing a course around learning teams and would like to use the Studio space to facilitate team exchanges. Or maybe a faculty member wants to experiment with tablets or the smart board for a semester. Further, a faculty member might want to try flipping his/her classroom and would like to explore those efforts in a more low-stakes environment where he or she can tailor the assessment. Simply put, the TIP can be whatever the faculty member wants to try, with the emphasis on *trying* something new in the classroom.

A proposal for the TIP is part of the Studio Fellows application, and the outcome of the project must be shared with the cohort of Studio Fellows. How the TIP is disseminated is up to the faculty member. Studio Fellows might choose to create a two-minute video to share what worked and what did not work quite as well. Or a faculty member might put together a slide show about an innovation. The results of TIPs will be made available to the broader UD community on the LTC website. The hope is that we can all learn from one another about innovative practices in the classroom. For any questions about teaching in the Studio or Studio Fellows, contact Pautz at mpautz1@udayton.edu or 229-3651.

All **Adjunct Faculty** are cordially invited to two events: An **Adjunct Faculty-Development Orientation** (6–8 p.m. August 29 or 6–8 p.m. September 1) and an **Adjunct Faculty Workshop** (Noon–3 September 17). Please register for these events at www.udayton.edu/ltc/development/adjunct_faculty.php. Contact Susan Brown (sbrown4@udayton.edu) with questions.

ENGAGED SCHOLARSHIP: DEEPENING OUR TEACHING, RESEARCH, AND SCHOLARSHIP IN PARTNERSHIP WITH OUR COMMUNITY

HUNTER PHILLIPS GOODMAN, Ph.D., FITZ CENTER FOR LEADERSHIP IN COMMUNITY

Ernest Boyer's words challenge that "the aim of education is not only to prepare students for productive careers, but also to enable them to live lives of dignity and purpose; not only to generate new knowledge, but to channel that knowledge to humane ends; not merely to study government, but to help shape a citizenry that can promote the public good" (BOYER, 1990, pp. 77–78).

At UD, Boyer's words ring true with our mission as a "diverse community committed, in the Marianist tradition, to educating the whole person and linking learning and scholarship with leadership and service." As an institution committed to experiential learning as a valued pedagogy, the integration of teaching, research, and scholarship strengthens learning, deepens partnerships with our community, and empowers students by engaging in ways to apply their skills, passions, and vocation for stronger communities.

There is great power in our research and pedagogy as we integrate our teaching, research, and scholarship with community-based issues. How powerful it is to connect our research focus with an applied issue around us, particularly in our Dayton region! We cannot look at education, economic inequality, food insecurity, environmental justice, or racial injustice without seeing their parallels with each other. Challenges we face are not solved in silos but rather through critical, research-based inquiry. Combining rigorous scholarship with community-based integration gives us an opportunity to wrestle with and address real-life challenges and create real-world solutions.

In spring Dr. Barbara Jacoby, author of *Service-Learning Essentials: Questions, Answers, and Lessons Learned*, visited with faculty and staff on campus. As she discussed several forms of community-based learning, Jacoby discussed the opportunities for integration of teaching, research, and scholarship through community-based research (CBR). Under the

supervision of a faculty member and in consultation with a community partner, CBR, also referred to as *engaged scholarship* or *community-engaged scholarship*, is designed to benefit all partners—community, faculty, and students—through academically rigorous, in-depth scholarship that contributes to the common good (JACOBY, 2015). It gives students all the benefits of undergraduate research, including enhancing intellectual skills, understanding the research process, communication and teamwork skills, self-confidence, and career clarification (KUH, 2008). However, we must not look at community-engaged scholarship as only benefiting student learning or teaching.

At its best, engaged scholarship deepens our research agenda as scholars and allows us to go deeper into the context and application of the results. Engaged scholarship is a tool that can be used for independent study or capstone courses as well as at-large courses. It does not end with the course but rather with a presentation or publication in an academic journal or conference providing an extension of further questions for exploration. Engaged scholarship is not project-based but rather generates knowledge that extends awareness and understanding of a community need presented in concert with students and community partners.

As an undergraduate student, my experience in a *Hunger, Plenty, and Justice* course impacted my learning, understanding, and application of course content. Along with the religious studies professor committed to religion, society, and justice, we looked at the issue of hunger and food insecurity locally and globally by partnering with a nonprofit organization in Memphis focused on providing food, shelter, and job training to people in need. As we gathered the quantitative data on the number of Memphis residents who did not have

ACADEMIC INTEGRITY AT THE UNIVERSITY OF DAYTON

FACULTY DEVELOPMENT COMMITTEE UPDATE

The Faculty Development Committee (FDC) focused its work for the 2015–16 academic year on the subject of academic integrity. The FDC has created a draft statement (see below) that would serve as a prompt to all members of the campus community to consider how to build and sustain an appropriate environment for academic integrity. Please share your reactions to this prompt and suggestions for how the university can raise awareness of academic integrity. Contact us at FacDev@udayton.edu.

As a Marianist, Catholic university committed to the education of the whole person, the University of Dayton expects all members of the university community to strive for excellence. Academic integrity is a personal and institutional commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility.¹ Faculty, administration and staff are instrumental in creating an

environment in which students can develop these five values, by modeling the way and by creating systems, processes, and structures that support integrity.

Community is built on relationships characterized by inclusive trust. Academic integrity is about developing a personal moral compass that informs our everyday actions as we build inclusive trust within our increasingly diverse community. Trust within a community dedicated to learning, scholarship and service is built by individual members making personal commitments to academic integrity. Each member of the community can model this commitment to others through our daily actions. Our behaviors ultimately demonstrate our appreciation for academic integrity through an obligation for creating authentic original academic works. By our daily actions, we shape our values and ultimately define our character.

¹ International Center for Academic Integrity (www.academicintegrity.org/icai/assets/Revised_FV_2014.pdf)

FROM Engaged PAGE 5

access to healthy food, interviewed individuals impacted, served food at a local shelter for the working poor, and presented the data to the nonprofit’s leadership, the issues became more than numbers on a page. Qualitatively through dialogue and interviews with working poor individuals facing food inequity and quantitatively through the numbers and descriptors of people impacted (children, men, women, all ages), I learned how to research and how the results of my work identified opportunities for impactful action. As a scholar today, the experience continues to guide my teaching, research and scholarship. Though my research is to advance a scholarly agenda for deeper discovery, it extends to a greater understanding that also benefits a community need based on talking with, listening to, and gaining a realistic sense of the real-world impact upon people’s lives.

The Fitz Center for Leadership in Community is proud to serve as a resource for faculty and staff who wish to integrate engaged scholarship into their teaching, research, and scholarship. Whether you are already integrating engaged scholarship into your work or you would like to do so, we invite you to reach out to our team as you explore ways to deepen your own work in the classroom and with the community.

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Kuhn, G. D. (2008). *High Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. Washington, DC: Association of American Colleges and Universities.

Jacoby, B. (2015). *Service-Learning Essentials: Questions, Answers, and Lessons Learned*. San Francisco, CA: John Wiley and Sons.

BUILDING BRIDGES AND CROSS-CULTURAL COMPETENCY

DIANA CUY CASTELLANOS, Ph.D.

I am a professor of dietetics in Health and Sport Science. Our program has professional standards and competencies for students, including one related to cross-cultural competency. As the U.S. population changes, it is even more important for dietitians to be able to understand, interact and empathize with people from differing cultures and backgrounds.

When I came to UD three years ago, I saw so many opportunities for cross-cultural competency development. These were ways for UD to truly become a community—for students of different backgrounds to sit around the same table and learn from each other. There were opportunities to dismantle stereotypes and widen worldviews. I rarely saw domestic and international students together. This was understandable but at the same time felt uncomfortable and led to my contacting Sharon TJaden-Glass, the Intensive English Program (IEP) partnerships coordinator, about ways to create an intentional co-learning environment for international and domestic students. For domestic students, I saw this as a way for them to have intentional interaction with fellow students that they may not otherwise.

TJaden-Glass noted, “Many IEP students say that they want more opportunities to speak directly with American students. Course collaborations provide IEP students with authentic experience in using their speaking and listening skills to communicate across cultures.

The interactions tend to be more meaningful for IEP students since everyone works together on a shared goal rather than simply engaging in small talk.”

In fall 2014 and spring 2016 over two class periods, students from my community nutrition course gathered with students from an IEP communication course. The first gathering included an overview of culture and several ice-breakers. The dietetic students then led a conversation regarding dietary habits. In the second meeting, all students watched a TedTalk and discussed their perceptions. Nutrition students wrote reflections, discussed cultural similarities and differences, and developed a culturally-appropriate nutrition intervention for their IEP partners.

Students were interested to see cultural similarities and differences. As an instructor, it is fun to see student worldviews challenged. Many students said they ran into their IEP partner on campus and talked to him or her. This is one of the main things I want to come from such a partnership. Nicholas Chima, an IEP instructor, said, “IEP students are able to read, write and listen to English in class. The shortcoming of classroom time is that we cannot always provide students with the opportunity to speak English with native speakers, and this is something they desperately want and need. Collaborations perfectly meet this need.”

WHO'S NEW IN THE LTC?



Grace Kim, Robert Spangler and Becki Lawhorn

Three new colleagues have joined the LTC staff, and they have been working hard to support learning and teaching at UD.

Grace Kim works in the E-Learning Lab as an Instructional Technologist. If she looks familiar, it's because she held a similar role for the School of Education and Health Sciences, supporting their online degree programs

since 2012. When she's not at work, Grace enjoys spending time with her family, a husband, son and daughter who live in Centerville.

Another familiar face is Becki Lawhorn, who began in March after transitioning her role as Director of Student Success from Enrollment Management. Becki came to UD in 2008 as Associate Registrar. Prior to becoming a Flyer, Becki served as Registrar at Edison Community College in Piqua. In her spare time, Becki enjoys exercising, reading, and sunny days by the pool. She lives with her husband and three daughters in Sidney.

Robert Spangler began as Disability Services Technical Support Specialist in June. Previously he worked as a Resource Specialist for United Way 2-1-1 in Toledo. In his spare time, he enjoys listening to music, studying Spanish and learning new technology. He lives in downtown Dayton with his sister and two cats.

Make sure you say hello to Grace, Becki and Robert when you're in the LTC.

FALL PROGRAMMING: SOMETHING FOR EVERYONE

The LTC is partnering again with Colleen Gallagher (Teacher Education) and Jennifer Haan (English) to offer a faculty seminar series on linguistically responsive instruction for multilingual international students. Watch for an announcement soon with registration information.

CARMA webinars will feature world-class research experts discussing moderation/mediation, careless responding, and methods for diversity. Read more and register at www.udayton.edu/ltc/development/carma.php.

Campus Conversations topics include using UD's free [nytimes.com](https://www.nytimes.com) subscription as a classroom resource; the challenges of international students

acculturating to the standards of academic integrity; engaging diverse student learners; how a faculty member uses board games to teach ethics; and how faculty met and created a classroom collaboration across disciplines that involved domestic and international students. Read more or register at www.udayton.edu/ltc/development/campus_conversations.php.

UDIT colleagues will offer group trainings on several topics including new and advanced use of Isidore, using various tools within Isidore, and how your students wished you used Isidore. Read more and register at www.udayton.edu/

SEE Programming PAGE 11

WRITING PROGRAM ASSESSMENT: TELLING OUR STORY

ANN BISWAS, Ph.D., ENGLISH DEPARTMENT, DIRECTOR OF WRITING PROGRAMS

“So, what exactly are students learning in those writing courses?” That’s a question we’re often asked in the English department, but thanks to our annual First- and Second-Year Writing Program assessment, we have the information needed to tell our story. In other words, program assessment helps us explain not only what students are learning in these courses but also how well they are learning it and where the learning could be improved.

Each course in the program (ENG 100, ENG 200, ENG 200H, and ASI 110/120) has six-seven specific student learning outcomes (SLOs) that are closely linked to the Common Academic Program (CAP) SLOs and the Humanities Commons learning goals. Findings from the yearly assessment provide evidence of how well the program is delivering on the writing strategies and critical thinking skills the department has agreed to provide UD undergraduates through these courses.

Here’s how it works: At the end of each semester, randomly selected faculty submit portfolios of student work as well as a teaching portfolio, which includes their syllabus and assignments. The 20-plus members of the department’s Writing Program Committee spend a day reading the portfolios and determining whether students have achieved the SLOs based on a department-approved rubric. The rubric includes evidence statements that help assessors know what to look for in student writing. For example, an SLO in ENG 100 requires that students demonstrate effective use of scholarly sources in their writing. Specific evidence statements guide assessors to look for whether students are selecting appropriate

sources, incorporating their sources effectively into their writing, and producing a correct works cited list.

If one year we find students aren’t doing as well as we’d like on an outcome, we’ll offer a variety of faculty workshops and information on that topic. When that outcome is assessed the next year, we’ll likely see an improvement, and we can track this progress. In fact, because the assessment plan has been in place for many years, we can now compare SLO achievement over time, which gives us tremendous ability to identify and respond to trends in student learning.

Writing Program assessment is not driven by an external demand for data but rather emerges from an internal, department-level desire to improve teaching and learning. As a result, findings are used formatively and never as an evaluation of individual instructors (in fact, instructors’ names are never recorded in the process).

Because nearly every one of the department’s 50-plus instructors teaches a Writing Program course, the assessment process affects everyone. Whether it’s submitting portfolios, working as an assessor, reviewing curriculum, or planning, presenting, and participating in faculty development, everyone is involved. It’s a culture of assessment that informs what we do in these foundational English courses and, importantly, gives us the information we need to best tell our story.

If you’d like to hear more about our story or have questions about the First- and Second-Year Writing Program assessment process, please contact Ann Biswas, director of Writing Programs, at abiswas1@udayton.edu.



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ON CREATING ACCESSIBLE VIDEOS

As the use of multimedia becomes more common in instructional contexts at UD, it is increasingly important that we consider the accessibility of the multimedia tools that we design and use for teaching. We can begin to think about accessibility by examining our assumptions regarding our students: How do I expect my students to acquire the information and skills they need? How do I expect them to practice what they're trying to learn? How do I expect them to demonstrate what they have learned? Then we can choose or devise ways to ensure that our students have equitable opportunity to learn, to practice, and to demonstrate what they've learned.

Video is one of the most widely used multimedia tools, especially in online learning and, more recently, in courses using a flipped classroom pedagogy, and for good reason. Video allows us to show as we tell, to reinforce what we're saying with images and vice versa. That is good for learning. But this versatility is problematic for a learner who cannot hear or understand what is being said or who has a hard time seeing what is on the screen.

Most people are familiar with the way to make the audio portion of a video accessible: Add captions so the learner can read as the words are being spoken. We usually think of captions as an accommodation for individuals with hearing impairments, but in reality captions are helpful for many learners—for students who are non-native speakers of English, for learners who remember what they see better than what they hear, for anyone watching a video in a noisy place. "I get a lot of foreign students, and they benefit from the captioning as much as anybody else. Most of them will turn on

the captioning," says Scott Segalewitz (Engineering Technology).

Andrea Koziol (Geology) and Segalewitz use the built-in captioning function in YouTube to create a first, rough draft of captions on a video they have created. Then, both emphasize, you have to carefully review what YouTube has done and make edits—correct YouTube's word choice and spelling, especially for specialized vocabulary; fill in where you mumbled; add punctuation; take out your Umms and Ahhhs; perhaps change the way the captions break across the screen.

And both want faculty who produce videos to know up front that this process takes time, but it is time well spent. Koziol notes, "I got a sense of accomplishment looking back and reviewing the video with all the closed captioning." Segalewitz adds, "I started captioning out of necessity [when I had a deaf student in one of my classes], but I continued when I realized that it benefits the populations of students who can hear."

If we add captions to make the audio portion of a video more accessible, what do we do to make the visual portion accessible to learners who can't see it? The formal process is called "audio description." It involves creating an audio narrative that describes portions of a video that are only visual (like the view of a landscape or the movements of someone on screen or a diagram that you want learners to examine closely before you interpret it). While creating the script for an effective audio description sound track can be a formidable task, there is a simple alternative: Make sure that the speaker in the video describes everything that is being shown.

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.

UPDATES ON WORK OF HIR FELLOWS IN VOCATION AND PRACTICAL WISDOM

During 2016, the tenth Anniversary year of Habits of Inquiry and Reflection, two groups of faculty and staff HIR Fellows were charged with studying the topics of vocation and practical wisdom. The HIR Fellows for Vocation also studied faculty and staff responses to the vocation learning outcome and learning acquired by students. They read important texts, including Cunningham’s (2015) *At This Time and In This Place*, studied vocation-related co-curricular and curricular offerings and engaged more than 70 students and 12 faculty/staff in focus groups. The result was a white paper titled “The Vocation Learning Outcome at the University of Dayton.”

The HIR Fellows were quite motivated in large part because of conversations with students indicating that students yearn for the opportunity to ask and explore vocation-related questions. And, they found that faculty and staff wish to provide an environment that promotes vocation-based reflection and discussion but do not always know how or are limited by the other significant demands in their practice.

Over the course of this year, with the help of a grant from the Council for Independent Colleges NetVUE (Network for Vocation in Undergraduate Education), a Vocation Implementation Team will begin sharing the white paper with the entire community, hosting programs on

the process of vocational exploration for first-year students, students in their middle years, and in the senior year. In addition, the Team will work to support a vocation conference led by the Chaminade Scholars, develop materials to support vocational exploration, and provide a proposal for a process to help students engage in exploration across their experience at UD.

In total, the goal is to expand our ability to support undergraduate students in vocational exploration as described by the student learning outcome. Excitement about the project is palpable in hope that the entire community, especially faculty and staff, will participate in the numerous discussions and educational sessions that will be forthcoming. The HIR Fellows for Practical Wisdom spent 2015-16 considering both existing documents related to practical wisdom and the ways that practical wisdom is defined and plays out in various academic disciplines and co-curricular experiences. The group is completing a white paper to be shared later this year with the campus community in order to identify any gaps and next steps in our collective work.

FROM Programming PAGE 8

udit/communications_collaboration/e-learning/training.php#Large%2Group%20Training.

Join a Reading Group around the book *The Slow Professor: Challenging the Culture of Speed in the Academy*. Authors Maggie Berg and Barbara K. Seeber

discuss how adopting the principles of the Slow movement in academic life can counter this erosion of humanistic education. Read more and register at https://www.udayton.edu/ltc/development/reading_groups.php.

SET DATES FOR FALL

Student Evaluation of Teaching (SET) will be available to students in standard fall-term classes beginning November 29 through 11:59 p.m. December 9. For questions about SET, please contact set@udayton.edu.

2016 ALUMNI AWARD RECIPIENTS



Susan Davies



Michelle Pautz



Leslie Picca

For the first time ever, three women received UD's Faculty Awards in Teaching and Scholarship, which are funded by the Alumni Association. Michelle Pautz, (Political Science, Director, Master of Public Administration Program) received the Faculty Award for Teaching, and Susan Davies (Counselor Education and Human Services) and Leslie Picca (Chair, Sociology/Anthropology/Social Work) both received the Faculty Award for Scholarship. A committee co-chaired by Kevin Hallinan (Mechanical and Aerospace Engineering) and Pam Young (Educational Administration) selected the recipients.

In addition to her work in Political Science and the MPA Program, Pautz is a faculty fellow in the LTC, coordinating the Studio Fellows program. She was praised by a nominator for the "quality of learning (she) brought out in students by assigning rigorous material, raising thought-provoking questions, and helping students apply that to a concrete case."

Pautz, who says she always wanted to teach and credits her childhood in New Hampshire and the shock of the 1989 Exxon Valdez oil spill with contributing to the foundation of her interest in environmental issues, suggests to newer colleagues, "Always remember why you got into this line of work; what was it about research, knowledge, teaching, mentoring that made you want to be a

professor. Channel that energy and passion in all you do. Always try something new, whether it's in the classroom or in your research. It keeps you engaged, motivated, energetic, and passionate."

Davies also serves as faculty advisor for School Psychologists at University of Dayton (SPUD), a graduate-student organization. A nominator noted that "... Dr. Davies's research represents a unique area of study in the nation and thus for the University of Dayton. She has a national reputation as an expert in traumatic brain injury, learning and school response."

Davies offers this advice: "I encourage newer faculty to build relationships both within their department and in the broader UD community. During my first few years at UD, a group of professors who were also mothers of young children met regularly—this was a great source of support and community. It's also essential that newer tenure-track faculty prioritize research and writing: Write out your plan, protect that time, and get serious writing done in your first semester to make it a habit.

Picca, whose work was cited last year in the keynote address of the California Roundtable on Philosophy and Race by a prominent philosopher of critical-race studies, whom she had never met, recognizes the challenge for new faculty who are fresh out of graduate school. "Some

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ISIDORE ADDS ADOBE CONNECT

Starting this Fall, Isidore will feature a new virtual meeting tool called Adobe Connect, replacing Blackboard Collaborate. Adobe Connect is a leading online meeting system, and it integrates seamlessly into Isidore. Faculty will be able to teach online with modern user-friendly tools and also hold virtual office hours.

Students can enter the meeting rooms simply by clicking a link. No downloads or launchers are required. Students may also be given permission to present online and hold study groups through Adobe Connect.

Mobile devices and HD video are both supported, and there even is a “Student Engagement Meter” that can give an instructor a measure of how well students are paying attention!

To learn more, come to a session titled “Teaching Remotely Online Using Adobe Connect,” offered 2–3 pm August 29. Read about this and other E-Learning training at udayton.edu/udit/communications_collaboration/e-learning/training.php.

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of the same advice from grad school applies to being a new professor: Find a mentor (ideally someone in your unit/division, but also—and maybe more importantly—outside of your division), schedule time for writing, use resources (at UD).”

Picca notes, “The big difference for me between grad school and being a professor: Taking care of myself. Laura Leming (Sociology/Anthropology/

Social Work) told me a few times that your career is a marathon, not a sprint... Laura consistently reminded me to take care of myself because I was at UD for the long haul. That was probably the best advice I received, and I still use that metaphor.”

UPCOMING CALLS FOR LTC COHORTED PROGRAMS
ASPIRE (tenured associate professors)
Call for self-nominations later this semester
Teaching Fellows (full-time faculty in years 2–7)
Chair nominations solicited later this semester
Studio Fellows (any faculty)
Applications for spring 2017 solicited later this semester

THE ANATOMY OF BUILDING A NEW SUSTAINABILITY COURSE

Last fall faculty were invited by the CAPL and the Hanley Sustainability Institute to apply for course-development grants. The LTC hosted workshops for faculty interested in creating a sustainability course. Fourteen proposals from 11 departments were awarded. Another request for sustainability course development proposals will be offered this semester.

The process for developing a sustainability course began with participation in two fall workshops facilitated by Beth Harrison. In the first workshop, 27 participants from 15 departments defined sustainability in a broad sense, resulting in a concept map. In the second session, 23 faculty from 14 departments used the concept map to consider course content and to build on established and new ideas.

SUSTAINABILITY AND CHEMISTRY

Judit Beagle, Assistant Professor of Chemistry, described the workshops as useful because they were “... the first opportunity that I have had to develop a course, and I did not know where to start.” To create a course with the goal of helping students “to think outside the box and to do your research” when tackling real-world problems, Beagle first considered the possibilities for learning about chemistry and sustainability. Next she decided to focus on green principles and techniques based on an estimation of students’ developmental levels. She said that “companies are spending millions of dollars in going green.” Building a new course has given her the opportunity to shift her research and teaching focus toward new professional interests. This focus has also been incorporated into another course, the Advanced Organic Chemistry lab, in which students will apply the green techniques. She plans to implement the new course pilot in 2017-18 and to use student feedback to ensure that

the topics are interesting to students, the content aligns with the goals, and that active experiences are embedded in the course.

SUSTAINABILITY AND RELIGIOUS STUDIES

One consistent theme expressed by Jana Bennett, Associate Professor of Religious Studies, is that “There are many different approaches to the meaning of sustainability that can fit into different courses.” Her interest in sustainability stems from a blog she wrote about Pope Francis’ encyclical on the environment, *Laudato Si’*. Pope Francis kept returning to the themes of Saint Francis and “our common home.” Saint Francis was a famous ascetic, someone who renounces things for the sake of loving more. Bennett wanted to build a course that would enable students to explore the relationship between asceticism, sustainability and community building. This CAP Faith Traditions course is offered this fall and may include an experiential component in which students will develop and apply a month-long monastic practice and a community-based experiential project.

SUSTAINABILITY AND POLITICS

Michelle Pautz, Associate Professor and Director of the Master of Public Administration Program, appreciated the course development approach that focuses on “what I want my students to take away from this course.” Pautz wanted her students to understand what is needed to advance organizations’ efforts to implement sustainability policies. To do this, the course needs to include the study of organizational theory and behavior, policy theory, and implementation methods. Pautz hopes to use case studies and work with community partners to engage students in experiential learning. The tentative title

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CONGRATULATIONS TO THE FOLLOWING
FACULTY AND STAFF FOR COMPLETING
COHORTED PROGRAMS IN 2015–16

E-Learning Fellows
(all MBA faculty):

Trevor Collier
Jim Dunne
Mary Grilliot
Mark Jacobs
Donald Wynn
Andy Zavakos
Leslie Mundew Douglas
Irene Dickey
Jay Janney
Steve Hall
Vince Lewis

Studio Fellows, Spring 2016:
Jorge Aguilar-Sanchez, *Languages*
Lance Chen, *MIS, OM & Decision Sciences*
Diana Cuy Castellanos, *Health and Sport Science*
Corinne Daprano, *Health and Sport Science*
Neomi DeAnda, *Religious Studies*
Maria del Carmen, *Languages*
Meghan Henning, *Religious Studies*
Xiaoli Li, *English*
Robert Obach, *Philosophy*
Ju Shen, *Computer Science*
Olena Zastehzko, *Intensive English Program*

Teaching Fellows:
Jonathan Brown, *Mathematics*
Lijian Chen, *MIS & Decision Sciences*
Jennifer Dalton, *Health and Sport Science*
Nathan Erhardt, *Intensive English Program*
Nancy Haskell, *Economics & Finance*

Allison Kinney, *Mechanical & Aerospace Engineering*
Stephanie Litka, *Sociology*
Pothitos Pitychoutis, *Biology*
Dario Rodriguez, *Psychology*
Mark Ryan, *Religious Studies*
Jeri Taylor, *Intensive English Program*
John Terzano, *Law School*
Sharon Tjaden-Glass, *Intensive English Program*
Jia Yang, *Global Languages & Cultures*
Mary Ziskin, *Educational Administration*

Leadership UD:
Denise Baker, *Law*
Mike Bennett, *Campus Ministry*
Kevin Cane, *Student Development*
Wes Cummings, *Advancement*
Lee Dixon, *CAS*
Sean Gallivan, *SEHS*
Thusita Gunasekera, *UDRI*
Beth Hart, *SOE*
Kate Holley, *UDRI*
Grace Kim, *UDit*
Christine Kremer, *Enrollment Management*
Lindsay Lease, *Finance & Admin/Facilities*
Patrick Luckett, *Finance & Admin*
Karen McBride, *Provost Office*
Lisa McCaffrey, *UDRI*
Matt Mize, *UDit*
Peggy Nicodemus, *SBA*
Amanda Pollack, *Student Development*
David Sipusic, *Finance & Admin*
Andy Zavakos, *SBA*

FROM Sustainability PAGE 14

for her new sustainability course is “The Politics and Implementation of Sustainability.” For faculty considering applying for a sustainability course development grant, Pautz says that “sustainability touches everything — be creative, think outside the box — if you are jazzed because it’s new for you, then your students will be jazzed, too.”

SUSTAINABILITY PROGRAM
DEVELOPMENT
Last May, College of Arts & Sciences
Dean Jason Pierce announced that a

draft curriculum is nearly in place for a graduate sustainability certificate, and that a curricular structure for a sustainability undergraduate major is in development. Existing courses and those being developed, including these examples, will add a dimension to the sustainability programs that is unique to UD. The LTC is proud to participate in efforts to build these innovative courses and programs, and we congratulate our community in their extraordinary educational efforts.

THE UNIVERSITY OF DAYTON DOES NOT HAVE AN HONORS COLLEGE



John McCombe, Department of English & Director of the University Honors Program

Honors colleges are wonderful things; it's just that the University of Dayton doesn't have one, even though faculty colleagues sometimes refer to one. In addition, current students regularly ask me about the Honors Department.

The University of Dayton is home to an Honors Program and has been since 1978, when it was founded by Dr. Patrick Palermo.

As the newly appointed Director, this is a good opportunity for me to say a few things about what the University Honors Program (UHP) is not, what it is, and what the Honors team will work to build in the future.

WHAT THE UHP IS NOT:

- Separate—there are no Honors dorms for first-year students, designated Honors-only faculty, and no Dean of the Honors College (since we don't have an Honors college!).
- One-Size-Fits-All—Honors students come from every major on campus, so the UHP does not offer a single, unified curriculum.
- Academics-only—The Honors Program serves high-achieving students but, in addition to Honors coursework, our students demonstrate social responsibility through service, international study, and campus and community leadership.

WHAT THE UHP IS:

- Scholarship—Honors courses and the Honors Thesis offer an enhanced academic challenge, emphasizing the skills needed for undergraduate research that contributes to knowledge in a range of disciplines.
- Opportunity—Honors students receive personalized guidance as they apply for internships, national fellowships and scholarships, as well as when applying to graduate programs.
- Inclusivity—Many students enter the UHP as incoming first-year students, but others enter during the first year though demonstrated academic excellence.
- Marianist Values—Regardless of a student's research project, service interest, or post-graduation plans, the UHP is aligned with the University's overarching goals: A commitment to social justice and educating the whole person.

THE FUTURE:

I was appointed Associate Director of the UHP in 2007, serving in that role for five years, at a time when the Program grew significantly. In the four years that I've been away, the UHP has continued its growth—both in terms of students and Honors staff. Now home to roughly 1400 students, the current Honors Program team (including its new Director) strives to strengthen and expand its mission. Which means...

- A combination of current and new faculty teaching Honors courses and advising Honors Thesis projects.
- New campus partnerships—connecting Honors students to ongoing campus and community service initiatives.
- An expanded Honors alumni network for mentoring and internship opportunities.
- A refurbished UHP home in Alumni Hall, where Honors students can congregate and have scholarly conversations.



FALL 2016 : CALENDAR OF EVENTS

AUGUST

29 MONDAY

*E-Learning: Teaching Remotely
Online Using Adobe Connect*
FACILITATED BY: E-LEARNING STAFF
2:00 – 3:00 PM
LTC Meeting Space 028

30 TUESDAY

*E-Learning: Isidore 101:
Getting Started with Isidore*
FACILITATED BY: E-LEARNING STAFF
3:00 – 4:00 PM
LTC Meeting Space 028

SEPTEMBER

1 THURSDAY

*E-Learning: Getting Acquainted with
the Isidore Gradebook Tool*
FACILITATED BY: E-LEARNING STAFF
11:00 AM – 12:00 PM
LTC Meeting Space 028

6 TUESDAY

*E-Learning: Isidore 202:
Advanced Uses and Tools*
FACILITATED BY: E-LEARNING STAFF
3:00 – 4:00 PM
LTC Meeting Space 028

9 FRIDAY

*E-Learning: Boosting Student
Engagement with Clickers*
FACILITATED BY: E-LEARNING STAFF
1:00 – 2:00 PM
LTC Meeting Space 028

12 MONDAY

*E-Learning: Planning & Facilitating
Online Discussions*
FACILITATED BY: E-LEARNING STAFF
10:00 – 11:00 AM
LTC Meeting Space 028

15 THURSDAY

*E-Learning: How to Capture Videos and
Share them with Students*
FACILITATED BY: E-LEARNING STAFF
3:00 – 4:00 PM
LTC Meeting Space 028

19 MONDAY

*Campus Conversations: Using Board
Games to Enhance Student Learning*
FACILITATED BY: NEOMI DEANDA
2:30 – 4:00 PM
LTC Forum 044

20 TUESDAY

*E-Learning: Creating and Delivering
Online Exams with Isidore*
FACILITATED BY: E-LEARNING STAFF
10:00 – 11:00 AM
LTC Meeting Space 028

27 TUESDAY

*Webinar: Move Beyond Civility:
How to Facilitate Difficult Dialogues
in the Classroom*
FACILITATED BY: FACULTY DEVELOPMENT
2:00 – 3:30 PM
LTC Meeting Space 028

28 WEDNESDAY

*The New York Times Drop-In
Information Session*
FACILITATED BY: NAVID LADHA
OF THE NEW YORK TIMES
10:00 – 11:00 AM
The Blend, Ground Floor Roesch Library

*Campus Conversations:
Using NYTimes.com in the Classroom*
FACILITATED BY:
NAVID LADHA OF THE NEW YORK TIMES
12:00 – 1:00 PM
LTC Meeting Space 028
Light lunch provided

*The New York Times Drop-In
Information Session*
FACILITATED BY:
NAVID LADHA OF THE NEW YORK TIMES
1:00 – 2:00 PM
The Blend, Ground Floor Roesch Library

*E-Learning: Using the Lessons Tool:
A Dynamic Way to Create Online
Course Modules*
FACILITATED BY: E-LEARNING STAFF
2:00 – 3:00 PM
LTC Meeting Space 028

29 THURSDAY

*Campus Conversations: Engaging
Diverse Students in the Classroom*
FACILITATED BY:
ZELDA SMITH AND YA YOU, OFFICE
OF LEARNING RESOURCES
12:30 – 1:45 PM
KU 310
Brown bag lunch

30 FRIDAY

CARMA: MODERATION/MEDIATION
12:00 – 1:15 PM
LTC Meeting Space 028
Light lunch provided



OCTOBER

3 MONDAY

E-Learning: Google Docs and Isidore

FACILITATED BY: E-LEARNING STAFF

1:00–2:00 PM

LTC Meeting Space 028

11 TUESDAY

E-Learning: How to Capture Videos and Share them with Students

FACILITATED BY: E-LEARNING STAFF

3:00–4:00 PM

LTC Meeting Space 028

13 THURSDAY

Campus Conversations: Classroom Collaboration across Disciplines: Strengthening Connections between Domestic and International Students at UD

FACILITATED BY:

STEPHANIE LITKA AND JERI TAYLOR

12:00–1:00 PM

Location TBD

Brown bag lunch

19 WEDNESDAY

E-Learning: Isidore 101:

Getting Started with Isidore

FACILITATED BY: E-LEARNING STAFF

10:00–11:00 AM

LTC Meeting Space 028

25 TUESDAY

Campus Conversations: Academic Integrity

FACILITATED BY:

YA YOU, OFFICE OF LEARNING RESOURCES, NICHOLE LUCAS AND NICHOLAS TAGGART, INTENSIVE ENGLISH PROGRAM (IEP)

12:30–1:45 PM

LTC Forum 044

Brown bag lunch

26 WEDNESDAY

E-Learning: Isidore 201:

Advanced Uses and Tools

FACILITATED BY: E-LEARNING STAFF

10:00–11:00 AM

LTC Meeting Space 028

27 THURSDAY

Webinar: Move Beyond Civility:

How to Facilitate Difficult Dialogues in the Classroom

FACILITATED BY:

FACULTY DEVELOPMENT

2:30–4:00 PM

LTC Forum 044

NOVEMBER

3 THURSDAY

E-Learning: How Your Students Wishd You Used Isidore

FACILITATED BY: E-LEARNING STAFF

10:00–11:00 AM

LTC Meeting Space 028

4 FRIDAY

CARMA: Methods for Diversity

12:00–1:15 PM

LTC Conference Room 027

Light lunch provided

11 FRIDAY

E-Learning: Isidore eQuality:

10 Practical Tips for Accessibility

FACILITATED BY: E-LEARNING STAFF

11:00 AM–12:00 PM

LTC Meeting Space 028

16 WEDNESDAY

E-Learning: Getting Acquainted with the Isidore Gradebook Tool

FACILITATED BY: E-LEARNING STAFF

1:00–2:00 PM

LTC Meeting Space 028

30 WEDNESDAY

E-Learning: Creating and Delivering Online Exams with Isidore

FACILITATED BY: E-LEARNING STAFF

3:00–4:00 PM

LTC Meeting Space 028

DECEMBER

2 FRIDAY

CARMA: Careless Responding

12:00–1:15 PM

LTC Conference Room 027

Light lunch provided

DESCRIPTIONS AND REGISTRATION INFORMATION

For **Campus Conversations**, visit www.udayton.edu/ltc/development/campus_conversations.php

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

For **Reading Groups**, visit www.udayton.edu/ltc/development/reading_groups.php

For **E-Learning**, visit 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

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Testing Coordinator
MICHAEL KEY
Learning Initiatives Coordinator
CHRISTINA KLIMO
Write Place Coordinator
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ROBERT SPANGLER
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Technical Support Specialist*
YA YOU
*International Student
Education Specialist*
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Graduate Assistant

FACULTY CAREER ENHANCEMENT: 229-5317

STEVE WILHOIT
Director



UNIVERSITY of DAYTON

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