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LTC AT-A-GLANCE

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TUKO OJO Graduate Student Assistant

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EXPERIENTIAL
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Michelle Pautz Assistant Provost for CAP

FACULTY AND LEADERSHIP
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Christina Klimo Write Place Coordinator
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Rebekah Lawhorn
Director

LTC AT-A-GLANCE

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**SPRING 2018**

### JANUARY

**10 WEDNESDAY**
- **LTC:** Getting the Most out of Blackboard
  *Facilitated by: E-Learning Staff*
  **Time:** 2:00 – 3:00 PM
  **Location:** LTC Team Space 108

**14 WEDNESDAY**
- **LTC:** E-Learning: Finding the Hidden Gems
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Meeting Space 108

**15 THURSDAY**
- **LTC:** Google Search: Finding Great Stuff
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Meeting Space 108

**17 FRIDAY**
- **LTC:** A Brief History of the Power of PowerPoint
  *Facilitated by: E-Learning Staff*
  **Time:** 1:00 – 2:30 PM
  **Location:** LTC Meeting Space 108

**18 FRIDAY**
- **LTC:** E-Learning: Excel - Working with Data and Charts
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Meeting Space 108

**19 SATURDAY**
- **LTC:** Experience Sampling Methods
  *Facilitated by: Dr. Danielle Hepler, Virginia Tech
  **Time:** 2:00 – 3:30 PM
  **Location:** LTC Meeting Space 108

**25 TUESDAY**
- **LTC:** Google Calendar
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Meeting Space 108

### FEBRUARY

**1 THURSDAY**
- **LTC:** E-Learning: Teaching Remotely Using Adobe Connect
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Team Space 108

**4 MONDAY**
- **LTC:** E-Learning: Adobe: Forms, Facilitate, and Flash Fill
  *Facilitated by: E-Learning Staff*
  **Time:** 2:00 – 3:30 PM
  **Location:** LTC Meeting Space 108

**8 FRIDAY**
- **LTC:** Campus Conversation and Webinar: Global Learning in the OCE, Environment, How Is It Doing What Can Be Learned
  *Facilitated by: Karen Morrissey, Center for International Programs*
  **Time:** 10:00 – 11:00 AM
  **Location:** LTC Team Space 108

**13 MONDAY**
- **LTC:** Faculty Development Webinar: Motivate, Engage and Inspire: Tips for Teaching Modern Learners
  *Facilitated by: Faculty Development Staff*
  **Time:** 1:00 – 2:30 PM
  **Location:** LTC Forum 104

**15 TUESDAY**
- **LTC:** E-Learning: Student Engagement
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 1:15 AM
  **Location:** LTC Meeting Space 108

**16 WEDNESDAY**
- **LTC:** E-Learning: Faculty Access to Education
  *Facilitated by: E-Learning Staff*
  **Time:** 9:00 AM – 12:00 PM
  **Location:** LTC Forum 104

**17 THURSDAY**
- **LTC:** A Brief History of the Power of PowerPoint
  *Facilitated by: E-Learning Staff*
  **Time:** 1:00 – 2:30 PM
  **Location:** LTC Meeting Space 108

**18 FRIDAY**
- **LTC:** E-Learning: Excel – Tips, Tricks and Time Savers
  *Facilitated by: E-Learning Staff*
  **Time:** 1:15 – 2:30 PM
  **Location:** LTC Team Space 108

**19 SATURDAY**
- **LTC:** Using the Well-Made Play as Environment: How Is It Done, Global Learning in the COIL
  *Facilitated by: Dr. Nancy Kuehn, Georgia State University
  **Time:** 2:00 – 3:00 PM
  **Location:** LTC Team Space 108

**23 FRIDAY**
- **LTC:** E-Learning: Google Forms – Tips, Tricks, and Time Savers
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:00 AM
  **Location:** LTC Meeting Space 108

**26 WEDNESDAY**
- **LTC:** Using Lessons—A Dynamic Method
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:00 AM
  **Location:** LTC Meeting Space 108

### APRIL

**5 MONDAY**
- **LTC:** E-Learning: Getting the Most out of Blackboard
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Team Space 108

**8 FRIDAY**
- **LTC:** Faculty Development Webinar: Motivate, Engage and Inspire: Tips for Teaching Modern Learners
  *Facilitated by: Faculty Development Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Team Space 108

**15 TUESDAY**
- **LTC:** E-Learning: Using Lessons—A Dynamic Method
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Meeting Space 108

**16 WEDNESDAY**
- **LTC:** Faculty Development Webinar: A Degree Within Reach: Contract Cheating and Student Access to Education
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Meeting Space 108

**17 THURSDAY**
- **LTC:** Faculty Development Webinar: A Degree Within Reach: Student Access to Education
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Meeting Space 108

**20 FRIDAY**
- **LTC:** A Brief History of the Power of PowerPoint
  *Facilitated by: E-Learning Staff*
  **Time:** 1:00 – 2:30 PM
  **Location:** LTC Meeting Space 108

**23 FRIDAY**
- **LTC:** E-Learning: How to Capture Video and Share it with Students
  *Facilitated by: E-Learning Staff*
  **Time:** 1:15 – 2:30 PM
  **Location:** LTC Team Space 108

**27 SATURDAY**
- **LTC:** Using Lessons—A Dynamic Method
  *Facilitated by: Dr. Mark Hoetker, Arizona State University
  **Time:** 2:00 – 3:00 PM
  **Location:** LTC Team Space 108

### MARCH

**1 MONDAY**
- **LTC:** E-Learning: How to Capture Video and Share it with Students
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Team Space 108

**2 TUESDAY**
- **LTC:** E-Learning: Excel – Tips, Tricks and Time Savers
  *Facilitated by: E-Learning Staff*
  **Time:** 1:15 – 2:30 PM
  **Location:** LTC Team Space 108

**5 FRIDAY**
- **LTC:** E-Learning: Excel – Tips, Tricks and Time Savers
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:00 AM
  **Location:** LTC Meeting Space 108

**6 SATURDAY**
- **LTC:** A Brief History of the Power of PowerPoint
  *Facilitated by: E-Learning Staff*
  **Time:** 2:00 – 3:00 PM
  **Location:** LTC Team Space 108

**9 FRIDAY**
- **LTC:** E-Learning: Promoting Academic Integrity in an Online Environment
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Meeting Space 108

**14 SATURDAY**
- **LTC:** A Brief History of the Power of PowerPoint
  *Facilitated by: E-Learning Staff*
  **Time:** 2:00 – 3:00 PM
  **Location:** LTC Team Space 108

**15 SUNDAY**
- **LTC:** E-Learning: Excel – Tips, Tricks and Time Savers
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:00 AM
  **Location:** LTC Meeting Space 108

**16 MONDAY**
- **LTC:** E-Learning: Using Lessons—A Dynamic Method
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Meeting Space 108

**19 FRIDAY**
- **LTC:** A Brief History of the Power of PowerPoint
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Meeting Space 108

**26 FRIDAY**
- **LTC:** A Brief History of the Power of PowerPoint
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Meeting Space 108

**27 SATURDAY**
- **LTC:** A Brief History of the Power of PowerPoint
  *Facilitated by: E-Learning Staff*
  **Time:** 2:00 – 3:00 PM
  **Location:** LTC Team Space 108

**30 TUESDAY**
- **LTC:** A Brief History of the Power of PowerPoint
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Meeting Space 108

**31 WEDNESDAY**
- **LTC:** A Brief History of the Power of PowerPoint
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Meeting Space 108

**31 THURSDAY**
- **LTC:** A Brief History of the Power of PowerPoint
  *Facilitated by: E-Learning Staff*
  **Time:** 10:00 – 11:30 AM
  **Location:** LTC Meeting Space 108

### CALENDAR OF EVENTS, DESCRIPTIONS AND REGISTRATION INFORMATION SEE INSIDE THIS ISSUE
Spotlight on Assessment

Assessment—it’s a word that may mean vastly different things to different people. To members of the Department of Communication, assessment is woven into the fabric of the work they do each year as they prepare to teach an updated version of CMM 100, Principles of Oral Communication. It’s also a critical part of how the course itself came to be.

It became apparent a few years ago that changes were needed to the CMM 100 precursor, CMM Modules, offered as three, five-week units each worth one credit. Department leadership decided to conduct a needs assessment that included interviewing more than 30 people from academic departments in all units about what undergraduate students needed to learn for success beyond UD. Responses from all disciplines pointed to the ability to explain complex content to non-experts, and engage in productive disagreement with other people.

A next step was hiring current chair Joe Valenzano as assistant professor and Basic Course Director (position is now Introductory Course Director). Assessment of available textbooks pointed to another gap: No textbook existed that addressed the ability to explain complex content to non-experts or a dialogic approach to disagreement.

Valenzano reached out to publishers and received eight textbook proposals. CMM also assembled a Basic Course Advisory Board with representatives from all academic units. Ultimately the data collected from students and classroom experience pointed toward using and modifying a textbook Valenzano authored before his arrival at UD. The department pulled content from the book while authoring original content unique for UD’s textbook.

Assessment efforts didn’t stop just because a campus-wide student learning outcome was identified and a suitable textbook was developed. “The course is adjusted each semester, and it’s not taught the same way two semesters in a row,” Valenzano said, explaining that the order of content and assignments have changed. Since UD faculty wrote the textbook, its annual, assessment-based editing is easier. The department uses multiple assessment models, and every change or improvement is grounded in data collected through that assessment.

CMM’s efforts to find out what students need to know, create suitable learning resources, and assess all aspects of CMM 100 have garnered national attention. CMM 100 is the only course on campus to have won two national awards, the 2014 Basic Course Program of Excellence award from the National Communication Association, and the 2013 Textbook of Distinction award from the same organization.

“It’s rewarding that the hard work and attention to assessment put in by our CMM 100 faculty each term has been nationally recognized and promoted as best practices for introductory communication course development,” Valenzano said. “I am tremendously proud of the unique, distinctive and powerful educational experience we offer in CMM 100 at UD.”
A DEGREE WITHIN REACH:
UD SINCLAIR ACADEMY INCREASES STUDENT ACCESS TO EDUCATION
BY JULIA THOMPSON, ASSOCIATE DIRECTOR OF THE OFFICE OF ADMISSION AND FINANCIAL AID

What Students Are Saying

“The advisers on both sides have been great. They’ve helped me make the decisions on classes and what requirements I need to meet to graduate within four years. It’s a great program and a great way for students to save a little money and still get an awesome degree.”

Michael Gallenstein

“In high school I toured UD’s campus, fell in love with it, and knew that this is exactly where I wanted to be. But with the cost of tuition and room and board, I couldn’t do it financially, so I went to Sinclair. When I was at Sinclair, I found out about the Academy, and my whole perspective changed. I really like being able to be a part of UD, and it motivates you to want to be here.”

Jessica Bolera

The University of Dayton and Sinclair College have teamed up to offer the UD Sinclair Academy, a new pathway for students to begin their studies at Sinclair and earn a bachelor’s degree from UD.

The Academy launched in 2016 and now has pathways in 25 in-demand majors that students can seamlessly transfer into after finishing at Sinclair.

Twenty-one Academy students were enrolled at Sinclair in the fall, and last August, the first three students began to transition in their pathways to UD. As members of the Academy, these students have access to university facilities and amenities, including athletic events, peer mentoring and membership in student clubs while they are taking classes at Sinclair.

For many students, though, the Academy helps remove financial hurdles that might exist, making a four-year education more accessible and affordable.

Academy students lock in tuition for their junior and senior years at the rate in effect when they enter the Academy. They’re eligible for merit scholarships worth up to $17,000, additional grants funded by the university, federal government or state government, as well as a textbook scholarship of up to $2,000, and a $3,000 study abroad scholarship.

To learn more about the UD Sinclair Academy, visit udayton.edu/academy.
**CONTRACT CHEATING AND ACADEMIC INTEGRITY: FACULTY DEVELOPMENT COMMITTEE**

Contract cheating is a type of academic dishonesty that violates the University of Dayton Honor Code and academic honesty policy. Freelancers or companies offer services to students to “help” write their essays and complete assignments for a fee. Students find such services by searching online. The service may email completed essays to the student or may impersonate the student completely by uploading and completing work online. Some contract cheaters market themselves as providing “help” for assignment completion. Although contract cheating may have existed for a long time, it appears to be a growing threat to academic integrity. It affects all disciplines, at undergraduate and graduate levels and whether a class meets face-to-face or online. Incidents of scholarly papers being submitted by such services on behalf of dishonest faculty have also been discovered at some global institutions.

The Faculty Development Committee has put together a resource paper that lists steps faculty can take to help combat contract cheating in their courses. This includes ways to help students understand their risks in using contract cheating, approaches faculty can use to create an environment for improved academic integrity, and if all else fails, steps to take if incidents of cheating are discovered. This helpful paper can be found on a new web page created by the FDC to disseminate practices to improve academic integrity. The address is https://www.udayton.edu/ltc/development/integrity.php. Please let us know at FacDev@udayton.edu if you would like additional information or if you have some “lessons learned” about academic integrity you would like to share with your colleagues.

**ADJUNCT FACULTY WORKSHOP SAVE-THE-DATE.** All adjunct faculty are warmly invited to gather from 12:00–3:00 p.m. **February 10** for a workshop. Session topics will include connecting our teaching to our Marianist heritage and an opportunity to hear from UD students, and participants will receive a $50 stipend. Registration information will be available soon. Contact Susan Brown (sbrown4@udayton.edu) with questions.
Recently the LTC Faculty Development Fellows for Experiential Learning, Joel Pruce, (Political Science) and Kevin Hallinan (Mechanical & Aerospace Engineering), were asked to provide their hottest tips for experiential learning. The following are some of the most important things they think about when engaging their students in EL.

**Joel:** Be honest with your students. You are learning along with them, and that means that, while you are still a facilitator, you are not omniscient and many things are well outside of your control. The more open you can be about the process and your role in it, the more ownership your students may take over their own experience.

For example, when we piloted the Moral Courage Project, we were planning every step for the first time. I answered a lot of questions with “I don’t know” until we were able to sort out details as they confronted us. I appreciated the trust my students gave to me, which I think was due in part to my ability to be honest with them.

**Kevin:** The opportunity to see a class as a learning experience for me, as well as the students, makes it much more energizing. I am working on an EL project for a non-profit organization, Kids Read Now, which provides kids books for free in the summer to prevent the summer slide relative to reading skills. We are using data analytics to determine which books are most beneficial to improvements in reading. I am learning along with my students.

**Joel:** Another tip I offer is to trust your students. They are more capable and more adventurous than they admit. If you put them in a position to test themselves, you’ll be surprised that they outperform even their own expectations.

**Kevin:** My phrasing of this is, “Give students ownership of their EL.” I design every EL experience such that the students have creative ownership of their project. For example, in one of my classes, students were tasked with helping to develop a human comfort system for sustainable homes. Every student, every team, came up with their own idea that they advanced from concept to validated model.

**Joel:** Break from routine. Both for you and your students, it’s a challenge to adjust to new ways of working. Take the time to reinvent old classes and re-think the styles you’re comfortable with to include opportunities that have the potential to transform your experience in class.

CONTINUES ONTO PAGE 5
**KEVIN:** I generally give students ownership of their time. But, I really should be thinking about routine shake-up more.

**KEVIN:** I’ve got another. Provide lots of feedback along the way, using questions to frame the feedback. EL for me is never just one class. It generally goes from an idea to validation of an idea. I think it’s important to provide feedback at multiple points in the EL activity, for grade. On average, for each EL activity, I have three-five preliminary due dates for progress updates where I provide feedback.

**JOEL:** Absolutely! This is one dimension that I’m personally working to improve. It’s hard to overstate the value of feedback.

**KEVIN:** I also think it important for students to be “disrupters” of their peers. EL, because students are effectively designing their own learning experience ideally, there are real opportunities for students to teach each other, by sharing their ideas and by providing critique of the ideas of others.

**JOEL:** Another great idea! My experience suggests that some of this will happen naturally, as some students gravitate toward peer leader roles, but to the extent you can position and prepare students to learn from and teach each other, the more likely you are to be effective.

**KEVIN:** My last tip is one that Joel can reinforce. His EL activities are premised on this idea. If you can help students establish “emotional” connection to their EL efforts, you can strengthen their commitment, and the research in learning suggests that you can improve their learning. One way to do this is to leverage projects that have social meaning as motivators for EL experiences. My EL efforts have addressed sustainability, literacy, job creation in economically disadvantaged communities, and now the opioid addiction crisis. I would add that for me it’s been important to share stories of how former students, after leaving the university, have amplified the work they started at UD in these projects to help them see that there is life to the projects they are working on.

**JOEL:** Yes. This is a crucial final point. When your courses and programs are angled toward questions of justice and equity, human rights and sustainability, and other facets of social impact, students connect to their experiences as meaningful. This connection deepens their learning by making explicit the relationship between the work and broader notions of purpose and common good.

**DID YOU KNOW** that LTC staff will come to departments to provide support for your work? We can help in departments or units with many issues related to learning and teaching, including assessment, student engagement, student note-taking, syllabus design, and gaining insight from SET responses. Contact Susan Brown (sbrown4@udayton.edu) for more information.
CLASSROOM INNOVATIONS WITH COMMUNITY ENGAGED LEARNING
ALEXA IRWIN, GRADUATE ASSISTANT FOR COMMUNITY ENGAGED LEARNING AND SCHOLARSHIP, FITZ CENTER FOR LEADERSHIP IN COMMUNITY

As a Marianist and Catholic university, we are called to more than service. We are called to learning. We are called to leadership. We are called to justice. We are called to build community. Using a community engaged learning strategy that integrates discipline and community knowledge to leverage assets and address issues in a community setting, we can better achieve our mission of educating leaders to build communities and creating justice-minded citizens who work for the common good. Below are three UD faculty who have utilized community engaged learning in their coursework.

DR. MARGIE PINNELL
Professor, School of Engineering, Associate Dean for Faculty and Staff Development

Pinnell has utilized service learning since 2000, when she decided that students in her lab shouldn’t be testing samples sold from vendors and partnered with a community organization to manufacture samples for a real, authentic client. For the lab component for MEE 312, the students partnered with the sustainability organization, Aprovecho, out of Oregon. The purpose was to manufacture samples for cook stoves that could be used as a sustainable resource in developing countries. One of her favorite community-engaged learning courses was combined with Corinne Daprano’s Health and Sports Science course. They partnered with the Girl Scouts for whom Pinnell’s students researched and designed a challenge course. They surveyed the site, networked with the Girl Scouts, and ensured that everything involved in the challenge course was built to code. The students then spent a day building the course together.

“I think community-engaged learning is extremely important in the field of engineering as students oftentimes do not see that engineering can be a vocation, and engineers can serve and be agents of change. The University of Dayton community also improves by going out into the larger community and learning about people. They are not just solving people’s problems, but building reciprocal relationships and seeing the dignity of every person. Seeing learning through the Marianist lens allows students to look at all aspects of a person and of the community.”

DR. KATIE LAWLESS FRANK
Professor, School of Education and Health Sciences

In Dr. Katie Lawless Frank’s course, EDC 366: Collaborations with Family, Professionals, and Agencies, students are placed with multiple community partners in the Dayton area, including at two elementary schools, Edison and Cleveland. The goal is to have the students work with the schools on an issue they want to improve. One class in the past was expected to help promote classroom attendance. They achieved this through rewards for the classes, pizza parties, and events such as Trunk or Treat. Lawless Frank has also had students placed at three Dayton Metro Libraries to increase supports and enhance accessibility for patrons. Another placement has been with Goodwill Easter Seals Miami Valley. With this project, Lawless Frank’s students focused on helping students with disabilities transition from high school into adulthood. They worked with employers and researched hiring policies for students with disabilities.

“Our students have benefited in many ways. They learn a great deal through the relationships they’ve established with the community mem-

CONTINUES ONTO PAGE 7
Dr. Ann Biswas
Lecturer, Department of English

Community-engaged learning is a central aspect of ENG 366, Health Literacy and Social Justice. The course is designed primarily for pre-med/pre-dental majors planning a career in health care as well as English majors who have an interest in medical writing. Biswas and her students focus on identifying the impact of limited health literacy on people’s access to and understanding of written healthcare information. Students learn how to research, write, and design effective health information for diverse lower-literacy audiences. For example, students prepare and present lessons to Dayton Public Schools students on a variety of health and wellness topics, such as communicable diseases, first aid, and nutrition. Likewise, students partner with students in UD’s Intensive English Program to create health and wellness information for second-language learners.

“I can’t imagine this course without community-engaged learning. The students become so engaged and excited about putting what they’re learning in the classroom to work in the community. They get to practice what it feels like to be a health-care provider who wants to connect to his or her patients. I really love seeing their commitment—even as undergraduates—to making a difference in people’s health and well-being.”

2018 STANDER SYMPOSIUM SCHEDULE
WEDNESDAY, APRIL 18, 2018

Day at the Stander
8:00 a.m. to 5:00 p.m.
UD Campus Locations

For more than 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
8:00 a.m. to 9:30 a.m.

POSTER SESSIONS
9:00 to 10:50 a.m.: Session 1
10:45 a.m. to 12:00 p.m.: Session II

ORAL PRESENTATIONS, PANEL DISCUSSIONS, PERFORMANCES AND VISUAL ARTS DISPLAYS
8:00 a.m. to 5:00 a.m.: Various Campus Locations

STANDER SYMPOSIUM CLOSING RECEPTION & ANNUAL HORVATH AWARDS PRESENTATION
5:00 to 7:00 p.m.: Fitz Hall, Radial Gallery (2nd floor)

CONTINUED FROM Engaged Learning PAGE 6

bers. They also have been able to assess their performance and what they would do differently in the future. This course certainly values the reciprocity aspect of community engagement.”

Want more news about the LTC and other learning and teaching events and resources? Follow us on Twitter @LTC_UD, and if you’re not getting LTC email updates, contact Susan Brown (sbrown4@udayton.edu).
FACULTY FOCUS:
SAID ELHAMRI

Teaching is something Said Elhamri, Physics, has always enjoyed. As a professor of physics at UD since 1997, he says “You’re never a good enough teacher, you can always get better.” And improving his teaching and connecting with students is something Elhamri constantly aims to do. As an educator, Elhamri takes his role in educating the next generation of science teachers very seriously and strives to provide a solid foundation which future educators can draw on as they enter their own classrooms.

Elhamri’s involvement in the education of future teachers doesn’t stop in the classroom. He serves as a coordinator of the Integrated Living-Learning Community (ILLC) for Curiosity in the Classroom, which is designed for future teachers. UD’s ILLCs allow students to live together in the same residence hall and take classes together. Elhamri believes that the ILLC, when done properly, is a good model for integrating student learning with opportunities for continued learning outside of the classroom. The students in ILLCs have opportunities to engage with one another on a regular basis outside of the classroom and coalesce around similar interests and learning goals. Elhamri notes that the support of the departments of Physics, Teacher Education, and Geology, along with the support of the deans of the College of Arts and Sciences and the School of Education and Health Sciences, all help to empower education majors to grow into the teachers of the future through the ILLC.

In his own classroom, Elhamri thinks that communication with students is a key aspect of setting them up for success. He gives rapid feedback to his students (such as quick turnarounds on tests) and provides overall grades throughout the semester. “It is important to let students know where they stand,” he says. Other important facets of his approach to working with students are honesty and humor. He says that, in addition to communicating with students about where they stand in his classes, he sets clear expectations and encourages students to take ownership of their own learning early on in the semester. Elhamri states, “The first day of class is the most important day, as it sets up expectations for the whole semester.” In addition to making direct statements about expectations and ownership of learning, Elhamri’s communications with students sometimes take the form of a poem or other medium, shared via email or in class, to make students think. A recent example is “The Guy in the Glass” (sometimes called “The Man in the Glass”) by Peter Dale Wimbrow Sr., which challenged students to be true to self. Ultimately, Elhamri’s efforts to make communication frequent and transparent help him to build strong relationships with students.

In addition to communication, Elhamri recognizes that the discipline of physics is not one that students are always equipped with the study skills to learn when they first enter the classroom, so he also helps to teach them how to take notes, study, and other best practices for learning physics. He talks about the importance of reaching out to students when he notices they’re missing class or connecting with them when he recognizes they need help with the material. Elhamri knows that he sets the bar high for his students, but he also sets the bar high for himself, and this goes back to outlining expectations early on. Elhamri hopes that the hard work he puts into his role as an educator, along with the impact of the ILLC, will empower future teachers to educate in the classroom of tomorrow. “There is no better way to empower a country than through education,” he says.
NEW AIM DISABILITY SERVICES SOFTWARE IN OLR WILL HELP FACULTY

The LTC’s Office of Learning Resources is moving to a new software system to manage all accommodations data. Our plan is to pilot and phase in the software during Spring and Summer 2018 so as to have it up and running in Fall 2018.

Many features of this new program, AIM, are faculty-focused. Within the AIM software:

- **Students’ Accommodation Letters** will continue to be valid for one semester.
- When a student requests an Accommodation Letter, it will be sent directly to instructors from the software (OLR). This change addresses faculty requests to have some kind of direct communication from OLR about approved accommodations. Please note that it does not remove the need for students who wish to use accommodations to have a discussion regarding accommodations with their instructors.
- **Accommodation Letters** sent by the system will be class-specific. That is, the accommodations listed in a letter you receive will be the accommodations approved by OLR and requested by the student for your class. As always, if you would like to discuss anything in the letter with a staff professional, feel free to contact OLR at 229-2066 or disabilitieservices@udayton.edu.
- The AIM software provides a faculty interface where you can view Accommodation Letters for your current semester classes as well as testing accommodations information (to right of article). We hope to make the interface available directly through Isidore.
- When you view an Accommodation Letter through the faculty interface in AIM, you will find that some accommodations listed in the letter will have links to help you decide (in discussion with the student) how to make the accommodations work for your class(es).
- You will be able to see if a student has canceled an accommodation for your class(es).

AIM also has a testing module to help OLR’s Testing Center manage the rising number of testing accommodations requests. In the faculty interface, the testing module will allow faculty:

- To see all upcoming test requests that have been scheduled with the Testing Center for your class(es).
- To submit all testing materials and instructions through the interface (if you choose), and to be able to see a record of what you have submitted.
- To make one submission for all students in a single section.
- To submit your testing instructions once per semester if they remain the same across an entire semester.

Watch for communications from OLR in the spring regarding when these and other new features will be available to faculty. We are planning to offer both online and print(able) materials as well as face-to-face training opportunities for interested individuals and units.

### A Quick Look at Testing Numbers from the OLR Testing Center

Thanks to all faculty and staff who enabled OLR to meet the demand for testing accommodations during the Fall 2017 finals week. We would not be able to fulfill the university’s responsibility without your help!

Number of exams administered through OLR’s Testing Center by semester and type of exam:

<table>
<thead>
<tr>
<th>Semester / Semester Test / Final Exams / Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA15 / 922 / 458 / 1,380</td>
</tr>
<tr>
<td>FA16 / 928 / 444 / 1,372</td>
</tr>
<tr>
<td>FA17 / 1,318 / 566 / 1,884</td>
</tr>
</tbody>
</table>

### A Quick Look at Faculty Use of the Student Success Network in Fall 2017

- **2,601** Unique students had **5,612** flags raised for everything from attendance to midterm grades to low quiz and test scores
- **8,845** Kudos were entered for **4,635** unique students for good or improving work
- **467** Unique faculty used the Early Alert system in SSN across the semester

### 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.
SPRING 2018 READING GROUPS

**At This Time and In This Place: Vocation and Higher Education**

Join members of the Habits of Inquiry and Reflection Vocation Implementation Team for several discussions on calling and vocation in higher education. *At This Time and In This Place* takes a scholarly look at calling and vocation, offering historical, theological, and philosophical perspectives, and discusses ways to engage students in active reflection on these topics. (adapted from Amazon.com summary)

**TIME:** 12:30 – 1:45 p.m.
**DATES:** February 7, 14, 21, 28, and March 7
**LOCATIONS:** LTC Forum 044 (except for February 21, LTC Team Space 020)

**Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners**

Facilitated by Beth Harrison (OLR/LTC), this reading group will examine the connection between thinking, engagement, and understanding, and will explore a wide variety of ways to make students’ thinking visible “through the use of effective questioning, listening, documentation, and facilitative structures called thinking routines.” (adapted from back cover)

**TWO OPTIONS:**
**WEDNESDAYS:** February 7, 14, 21, and March 7, 14, 21
**TIME:** 1:15 – 12:30 p.m.
**LOCATION:** LTC Meeting Space 028 (except for February 21, LTC Conference Room 027) and March 14, LTC Team Space 020 OR

**THURSDAYS:** February 8, 15, 22, and March 8, 15, 22
**TIME:** 12:00 – 1:30 p.m.
**LOCATION:** LTC Team Space 020

**The New Education:**

*How to Revolutionize the University to Prepare Students for a World in Flux*

Facilitated by Nancy Miller (University Honors Program/Political Science) this reading group will discuss incongruities between our current system of higher education and rapid transformation in our society, and how we can adapt to help prepare students to survive and thrive in an ever-evolving world. (adapted from Amazon.com)

**TIME:** 12:00 – 1:30 p.m.
**DATES:** February 5, 20, and March 5
**LOCATION:** LTC Team Space 020

**Experiential Learning Reading Group**

In this reading group, led by LTC Experiential Learning Faculty Development Fellows Kevin Hallinan (Mechanical & Aerospace Engineering) and Joel Pruce (Political Science), participants will read a variety of articles around topics in experiential learning for weekly discussions.

**TIME:** 12:00 – 1:00 p.m.
**DATES:** February 2, 9, 16, 23, and March 9
**LOCATION:** LTC Meeting Space 028 (except February 23, LTC Team Space 020)
REVIEW OF THE SPARK OF LEARNING BY SARAH CAVANAGH, WITH AN INVITATION

RATING: *****

KIM BIGELOW (MEE), YVONNE SUN (BIO), SIDAARD GUNASEKARAN (MEE), KEVIN HALLINAN (MEE), BETH HARRISON (LTC), AND AARON ALTMAN (MEE)

In fall 2017, Beth Harrison, Associate Director of the LTC, offered the opportunity to form reading groups around Sarah Cavanagh’s The Spark of Learning. Our group came together to read and discuss this book. We strongly endorse both the book as a valuable learning/teaching resource and the experience of discussing collaboratively the ideas of the book.

Above all The Spark of Learning introduced us to relatively recent research documenting the importance of emotion to the learning process. Cited early in the book is research imaging the brain during learning activities. The surprising findings from this research are that ALL learning begins with emotional stimuli, and that learning can be improved by eliciting particularly positive emotional responses. With a solid research foundation established, a majority of the book summarizes ways in which emotional responses leading to improved learning can be engendered in students. Evidence is provided showing how important faculty first impressions are in cultivating an environment amenable to student learning. Continuously working to maintain a supportive and warm environment for all students and especially recognizing the strengths of individual students likewise elicit students’ positive emotional responses conducive to learning. Other emotionally stimulating techniques include: Create surmountable gaps in knowledge to stimulate curiosity, suggesting that one size may not fit all; give students ownership control of their learning; ask students to create; use humor; utilize common-good projects to motivate; be co-learners with students in experiential learning.

After finishing the book, our group decided collectively that we didn’t want to be done. The reading had prompted us to ask “Which of these approaches delivers the biggest emotional connection of our STEM students to their learning?” Thus, we envisioned what we are calling emotional/passion meters for use in evaluating the strength of our classroom interventions in reaching students at the emotional level. We have since met with Ryan Allen, Director of E-Learning in the LTC, who will be working with other members of the Office of E-Learning to develop these meters for integration into our Isidore courses for next semester.

If you would like to meet with our group to talk about the book or to explore using the ‘passion meters,’ please contact Aaron Altman (aaltman1@udayton.edu). The more disciplinary perspectives engaged in the research associated with this tool, the more we can learn.
Act I: Ideation

The well-made play and IACT

Scene: Fall 2014, ArtStreet. Faculty and staff are invited to attend Rejuvenation Labs. These labs were designed to be a creative opportunity for attendees.

ADRIENNE: We are going to start by building a word bank; when a card is passed to you, simply write the first word that comes to mind.

(Faculty and staff attendees play a brief chain-reaction game based on the words “Theory,” “Practice” and “Life,” filling up cards with words.)

BRIAN: What I want you all to do next is use those words in your word bank to define what you think is most important about education.

(Faculty and staff work together in small groups, using their word banks as a catalyst to map out key components of the higher education model.)

BRIAN: Now, at your table, review those perspectives created by your peers, and collectively create a rapid prototype, something quick and dirty—no judgment, that visualizes how your group will advance or innovate the higher education model. Use the random object and unrelated materials in front of you!

FACULTY: OK? This is fun; interesting. But, I’m not sure what the value is, even though we heard Brian tell us.

BRIAN: IAN (pilot name of IACT) is about growing critical perspective and nurturing creative confidence. This process, inspired by the narrative process of Henrik Ibsen’s well-made play, redefines traditional plot structure as a way to provide a familiar framework to innovate radical new ideas—we just happen to call this structure, Ideation (content, ambiguity, tension); Disruption leading to the Aha! Experience and then Application.

The lab activities addressed themes such as “Education for the Future,” “Empathy and Collaboration,” and “Freedom to Think Big”—all important to the world today. But Brian and the IAN team were looking to apply their approach to address real needs in the world.

CONTINUES ONTO PAGE 13
Act II: Disruption, AHa!
Collaboration Accelerator (CA) 1.0, 2.0, & 3.0
Scene: Summer 2015, Collaboratory, downtown Dayton. Brian, Adrienne, Kevin, Ken Bloemer (UD Visioneering Center Director), working with the Collaboratory and Wright Brothers Institute, develop a design for an innovation experience for a group of student interns from Business, Engineering, Science, Communications, and Arts. The interns were asked to develop an innovation from sensors emerging from the Air Force Research Labs.

BRIAN (sPEAKING TO THE INTERNS ON THE FIRST DAY): Our Boot Camp will ask you to create, fail, learn, create, fail, learn, again and again until you have something that is really unique. In these creative exercises, you will walk through the process of Ideation (where you will develop content, where you will explore the ambiguity in your content, and where you will expose the tension of emotional and physical obstacles). You will then experience Disruption through collaboration with your peers by seeing the problem through their senses, thus enabling you to empathize with other points of view. All of this leads to the A-Ha, or new knowledge.

After the first week of CA 1.0, Kevin read the portfolio contributions of the students. He was shocked by the respect that the students had developed for not only the people they were working with, but also the knowledge and experiences they were bringing from their different experiences.

KEVIN: Brian and Adrienne, I have never seen anything like this. My engineering students often think that students from other majors don't have to do much. I would say that very few of them value what others know.

BRIAN: To be honest, we are just testing our approach. We had no idea it could work. Or better yet, what ‘working’ actually means… a mindset shift is not something you can simply assess through tangible data… that was why we were unsure of what ‘working’ actually means.

ADRIENNE: As someone with a background in the arts, I never thought my skills would apply to something like engineering. It has been a fascinating experience for me to see how these processes can be applied to very different disciplines and result in unexpected outcomes.

Scene: End of Summer 2015: AHa!

BRIAN: Reflecting upon the first CA, we realized that it wasn’t just about developing creative thinking and confidence, it was also about transdisciplinary collaboration and innovation (group creativity). It became not about what ‘we know’ but rather the confidence to outline what ‘we don’t.’ The result that emerged from the experience didn’t represent the perspective of one discipline or the knowledge from that discipline. It was a discipline shake-up moving from the perceived expertise and into the collaboration of seeking out what was unknown. We now knew that we had to think about how we could make transdisciplinary innovation even stronger and focus on the success gained through resiliency of seeking out knowledge from others and not depending only on what I think I know and protect as my own.

CONTINUES ONTO PAGE 14
CA 2.0 and 3.0 were the test-bed for the evolving transdisciplinary processes. The impact on student learning was even better and the students’ ability to articulate how they had grown had improved. AND, the innovations improved. In fact, Brian says it best.

BRIAN: They were AWESOME!

Act III: Application
Transformative Curriculum (Concourse D and the GEMnasium)
Bringing Transdisciplinary Learning and Innovation to the Curriculum and to Faculty/Student Research

Scene: Summer 2017, UD. One of the innovations from CA 3.0 was Concourse D, a transdisciplinary launch pad located in Roesch Library. The transdisciplinary students had invented something that could enable transdisciplinary learning and innovation to happen across the entire campus and in the Dayton community.

KEVIN: I’ve been using Concourse D this semester to link innovators in our community with community partners on problems vital and important to Dayton; namely, the opioid epidemic, job development, and literacy. IACT has taught me that silo thinking doesn’t solve the problems. It’s cool that they can come to Concourse D and get even more input from the UD community.

BRIAN: Super! But of course, it’s not enough! We need to have a mechanism to bring courses from different disciplines together on a single ‘humanity-centered innovation.’ I’ve got an idea. Imagine a large open space that could accommodate multiple classes from different majors. A non-institutional space. A space that is playful. A space that flows. A space that is owned by the students and the community members who come into it. Did I say ‘playful’? ... Let’s call it GEMnasium (Growth - Education - Mindset).

ADRIENNE: We’ve got space on the 4th floor in Fitz Hall, and there’s no better way to test out an idea than to prototype it.

Scene: Fall 2017, ArtStreet. Brian and Adrienne host an IACT session, bringing together faculty from Theatre, Health and Sports Science, Teacher Education, Engineering, and Psychology, as well as community members who might be interested in participating—NEXT SEMESTER. Then there was another session to design the space using the IACT transdisciplinary innovation process.

KEVIN: it started with what each of us, from our own disciplinary perspective, would need to make the space work. Then we were asked to add tension to our ideas, by identifying what we didn’t know about what we needed. Then we collaborated. We saw the ideas of others and envisioned how their ideas could address what we didn’t know. Then we collectively looked to connect the merged thinking and ideas. What emerged was an idea for how the space could work for each of us, but also how it could be the FORCE that would aid transdisciplinary collaboration, learning, and innovation.

Interested in learning more? Visit go.udayton.edu/iact or contact Brian LaDuca, Executive Director of IACT (bla-duca@udayton.edu).
WHO’S NEW IN THE LTC

Melissa Recht is the new testing coordinator in the OLR. Melissa has worked in higher education for the last 13 years, most recently at Wright State. She has also worked at Denison University and Emory University. Melissa is currently enrolled in Wright State’s Student Affairs in Higher Education Master’s program and is slowly but surely attempting to finish in the next two years. Her bachelor’s degree in English (with a specialization in creative writing/poetry) from Kent State University gets occasional use.

Melissa and her husband Brian live in Vandalia with their four awesome kids (Brian’s three are 19, 14, and 13, and Melissa’s son is almost 11). When she isn’t writing papers for grad school or hauling kids to sports and other activities, Melissa loves to run, do yoga, read, hike in the Metroparks, and explore Dayton (especially the restaurants).

Melissa is truly enjoying her time at UD so far. She and her family “adopted” a student through the International Friendship Family program this semester and are hoping to get involved with the UD community in other ways as well. She appreciates how kind and helpful everyone in the LTC has been!

FACULTY AND STAFF RECOGNIZED AT SOCHE FACULTY AWARDS BANQUET

At November’s SOCHE ED conference celebrating the 50th anniversary of SOCHE (Southwestern Ohio Council for Higher Education), several UD faculty and staff received awards. Recipients of the Faculty Excellence Award were Anne Crecelius, Health and Sport Science; Kenya Crosson, Civil and Environmental Engineering and Engineering Mechanics; Dennis Doyle, Religious Studies; Fred Jenkins, University Libraries; Charles Russo, Educational Administration; and Andy Slade, English.

Patty Alvarez, who served until January as Assistant Dean of Students and Director of Multicultural Affairs for Student Development, received the Diversity & Inclusion Award.

SET DATES FOR SPRING

Student Evaluation of Teaching (SET) will be available to students in semester-long courses April 17 through 11:59 pm April 27. Please direct questions about SET to set@udayton.edu.
CONGRATULATIONS TO THE FOLLOWING FACULTY AND STAFF FOR COMPLETING 2017 COHORTED PROGRAMS:

E-Learning Fellows:
KRISTEN COMFORT
Chemical Engineering
LINDSAY GOLD
Teacher Education
SUSAN GARDSTROM
Music (Music Therapy)
JEEHEE HAN
Communication
AMY KRUG
English
JOEL PRUCE
Political Science
DANNY ROBINSON
Communication
MARY-KATE SABLESKI
Teacher Education
MARIA TERESA TELLO SANCHEZ
Languages
TERI THOMPSON
Communication
DAN ZALEWSKI
Engineering Management, Systems, and Technology

AsPIRE:
DEBORAH ARCHAMBEAULT
Accounting
JANA BENNETT
Religious Studies
KIM BIGELOW
Mechanical and Aerospace Engineering
GARRY CROSSLON
Chemistry
LAURA LEMING
Sociology, Anthropology and Social Work
CAROLINE MERITHEW
History
MICHELLE PAUTZ
Political Science
MARKUS RUMPKEIL
Mechanical and Aerospace Engineering
LAURA VORACHEK
English
SHUANG-YE WU
Geology

Studio Fellows:
DAVID DARROW
History
LAURA HUME
History
AMY KRUG
English
GRANT NEELEY
Political Science
ROBERT ORACH
Philosophy
ERNESTO VELASQUEZ
Philosophy
YVONNE SUN
Biology
The CAP Office is pleased to share some milestones for the Common Academic Program, as well as several initiatives for the 2017–2018 academic year.

- **CAP turns 5 this year!** The Fall 2013 entering class, the first cohort under the CAP requirements, graduated last spring.
- To celebrate this five-year milestone, the CAP Office sought the assistance of junior graphic design majors Annie Brinkman and Jessica Burnham to create the graphic beside the title. They took on the project as part of their VAD 490: Design Practicum class led by Kathy Kargl.
- As of the end of Fall 2017, there are more than 420 courses with CAP designation. Of these courses, one-third are brand-new courses developed specifically for CAP; the rest are existing courses that were revised to fit within CAP’s developmentally-sequenced and integrated structure. Most CAP courses are designed to fulfill multiple components. This extensive curricular work has taken place over the last six years and will be ongoing as additional courses are designed/redesigned and existing CAP courses are examined through the Four-Year Review process.
- 62% of all CAP-designated courses will be offered in Spring 2018 – many with multiple sections.

**Four-Year Review of CAP Courses**

- The Four-Year Review process is an opportunity for faculty members and departments to reflect on a CAP course and consider student learning in that course. Faculty members are asked to re-examine the course as it was initially conceived to determine if it is still being delivered that way and whether or not students are achieving what faculty members strive for them to learn in the course. Simply put, the Four-Year Review process asks: Is the course being delivered as proposed for CAP? Are students learning? And, how is that learning discerned?
- The Four-Year Review cycle for 2016–17 included the first 24 courses that received CAP designation; this year’s cycle includes 34 courses that are in their fourth year since receiving CAP designation. A section has been added to the CAP web site (see page 18) to outline the process and provide resources to faculty and departments.
- The CAP Office hosted a workshop in September for departments with CAP courses in this year’s cycle and will offer another on March 7 for next year’s cycle. Details for the upcoming workshop have been communicated directly to departments.

**CAP with Friends Workshop Series**

- The CAP Office will host a mix of semi-structured and unstructured opportunities for faculty to think about CAP course design/redesign and to connect with colleagues who are in similar stages. Members of the CAP Office and others will be on hand to assist and answer questions. Snacks will be provided!
- Faculty members can attend select sessions or as many as they want, depending on their availability and interest. An e-mail announcement with a registration link was sent in early January. Questions should be directed to the CAP Office: Michelle Pautz, Assistant Provost for CAP (mpautz1@udayton.edu) or Judy Owen, Data and Assessment Coordinator (jowen1@udayton.edu).

**CAP Session Details on Page 18**
<table>
<thead>
<tr>
<th>Type of Session</th>
<th>Date/Location</th>
<th>Session Takeaways</th>
</tr>
</thead>
</table>
| Review of CAP & Course Design/Redesign             | 2 Offerings:  
Wednesday, January 31  
12:00 – 1:30 PM  
LTC Forum 044  
Thursday, February 22  
2:30 – 3:30 PM  
LTC Meeting Space 028 | Reminder of CAP components  
Brainstorm of CAP components that might align with course design/redesign  
Conceptualizing course goals |
| CAP Workshop                                        | 2 Offerings:  
Monday, February 5  
10:00 – 11:00 AM  
LTC Forum 044  
Thursday, March 8  
2:00 – 3:00 PM  
LTC Forum 044 | Participants will work on their own on CAP course proposals at whatever stage they are at |
| Figuring out if Students are Learning               | 2 Offerings:  
Thursday, February 8  
1:00 – 2:00 PM  
LTC Meeting Space 028  
Monday, March 26  
10:00 – 11:00 AM  
LTC Forum 044 | Consideration of how we figure out if students are learning  
Linking course learning outcomes to assessing learning  
Participants will work on crafting their own plan for figuring out if students are learning |
| CAP Course Development & Course Inventory Management (CIM) System | 1 Offering:  
Monday, February 26  
10:00 – 11:00 AM  
LTC Forum 044 | Participants will work on their own CAP course proposal and navigate the CIM form  
Brad Balser, Associate Registrar, will be on hand to help with CIM questions |
| E-Learning & Course Development                     | 1 Offering:  
Tuesday, March 13  
1:00 – 2:00 PM  
LTC Forum 044 | Participants will work on their own on CAP course proposals at whatever stage they are at  
Ryan Allen, Director of E-Learning, will be on hand to help with course aspirations |
CAP Website
The website was revised significantly over the summer to streamline information and add new content: 1) Four-Year Review process, described on page 17; and 2) CAP Spotlight, to highlight examples of innovative CAP courses. The website will continue to be updated with new and relevant information.

STUDENT-FOCUSED GRANT UPDATE FROM CAS

In Spring 2014, the College of Arts & Sciences was awarded a $300,000, three-year grant from Association of American Colleges & Universities to improve retention and engagement among computer science students. Given the central role of faculty in fostering inclusive and engaging learning environments, the project put computer science pedagogy at the center of its efforts. Project elements included sustained faculty development in cultural competency and major changes to the classroom environment, such as: the development of a new foundation course; renovations to upper-level courses; and the addition of project-based learning. A preliminary evaluation, led by external evaluator Dr. Suzanne Franco of Wright State University, indicates that the project accomplished what it set out to do: foster inclusive teaching practices that lead to student success. The College had elected to continue some aspects of the project, including the external evaluation, so as to understand the project’s impact on one class of students from matriculation in 2014 until graduation in May 2018. In the coming months, we look forward to sharing more details about what the College has already done to promote STEM student success through this grant-funded project—as well as ways in which we plan to scale up the program.
UPDATES ON FACULTY DEVELOPMENT FELLOWS WORK

In October, Kenya Crosson (Civil Engineering/Bioengineering Graduate Program) and Suki Kwon (Art and Design) facilitated a workshop titled Student Engagement: An Ingredient for Inclusive Classrooms. Crosson and Kwon, who serve as Faculty Development Fellows in the LTC, are collaborating with others across campus who work with diversity and inclusion to create a series of events and resources for the UD community. Stay tuned for updates and visit the Diversity and Inclusion website at https://udayton.edu/diversity/.
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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

Michelle Pautz
Assistant Provost for CAP

CURRICULUM INNOVATION AND ACAD TECHNOL:

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Director of Academic Technology and Curriculum Innovation, UDIT

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E-LEARNING:

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David Bauer
Web Development Team Lead

Leah Bergman
Senior E-Learning Specialist

TBD
Web Developer

Paul Dagnall
Instructional Design Specialist

Grace Kim
Instructional Technologist

Mike McClure
IT Training Manager

Julianne Morgan
E-Learning Specialist

Stephanie Korslund
E-Learning Specialist

EXPERIENTIAL LEARNING:

Karen Velasquez
Director

FACULTY AND LEADERSHIP DEVELOPMENT

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Director of Faculty Development: 229-3309

Rachel Normile
Administrative Assistant, Faculty & Leadership Development: 229-5670

LTC Coordinator

David Thomas
Night Coordinator

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Brenda Cooper
Assistant Director

Zelda Smith
Assistant Director

Deanna Arbuckle
Disability Services and Assistive Technology Coordinator

Melissa Recht
Testing Coordinator

Michael Key
Learning Initiatives Coordinator

Christina Klimo
Write Place Coordinator

Beth Lantz
Data Specialist

Robert Spangler
IT Support Specialist

YaYou
International Student Education Specialist

Jodi Werling
Administrative Assistant

Kelly Snider
Graduate Assistant

Faculty Career Enhancement:

Steve Wilhoit
Director

Retention Research and Analytics:

Rebekah Lawhorn
Director

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Email: LTC@udayton.edu
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+ 1302

LTC NEWSLETTER
SPRING 2018

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Mike McClure
IT Training Manager
Julianne Morgan
E-Learning Specialist
Stephanie Korslund
E-Learning Specialist

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