LTC Newsletter
FALL 2018

RYAN C. HARRIS
LEARNING TEACHING CENTER
GROUNDFLOOR, ROESCH LIBRARY

phone: 937-229-4898
department@udayton.edu

EXPERIENTIAL LEARNING PROGRAM
229-5317

Ryan C. Harris
Learning Teaching Center
Ground Floor, Roesch Library

ACADEMIC AFFAIRS AND LEARNING INITIATIVES (AALI)
Deb Bickford
Associate Provost for Academic Affairs and Learning Initiatives

Sue Krisko
AALI Administrator

Assessment and Student Centered Analytics: 229-3370
Justin Keen
Director

E-LEARNING (CAP)
Michelle Pautz
Assistant Provost for CAP
Judy Owen
CAP Coordinator
Madeline Boone
CAP GA

Academic Technology and Curriculum Innovation: 229-3317
David Wright
Director of Academic Technology and Curriculum Innovation

Jane Heintzelman
Assistant Administrator

Jennifer Schwank
IT Technology Support Specialist

Experiential Learning: 229-5317
Karen Velasquez
Director

Faculty and Leadership Development
Susan Brown
Director of Faculty Development

Rachel Hunsicker
Coordinator, Faculty and Leadership Development

Office of Learning Resources: 229-2066
Elizabeth L. Haggard
Director

Faculty Career Enhancement: 229-5317
Steve Wilhoit
Director

Retention Research and Analytics: 229-4133
Rebekah Lawhorn
Director
DIVERSE & INCLUSIVE Drop-In Sessions

Could you use some help in making DIVERSE & INCLUSIVE (Faculty Development Fellows)

Contact Kenya Crosson (kcrosson1@udayton.edu) or Suki Kwon (skwon@udayton.edu) for more information.

FALL 2018 Calendar of Events

AUGUST

29 Tuesday E-Learning: Index 101 Getting Started FACILITATED BY: E-Learning Staff 10:00 – 11:00 a.m. LTC Meeting Space 028

29 Tuesday Campus Conversation: Consulting with Our Adjunct Faculty Colleagues FACILITATED BY: FACULTY STAFF 10:00 – 10:45 a.m. LTC Team Space 020

SEPTEMBER

5 Wednesday E-Learning: Index 201 Advanced Search & Filter FACILITATED BY: E-Learning Staff 10:00 – 11:00 a.m. LTC Meeting Space 028

5 Wednesday E-Learning: How to Train Your Class Online FACILITATED BY: E-Learning Staff 10:00 – 11:00 a.m. LTC Team Space 020

10 Thursday E-Learning: Index 201 Advanced Search & Filter FACILITATED BY: E-Learning Staff 10:00 – 11:00 a.m. LTC Meeting Space 028

10 Thursday E-Learning: Index 201 Hidden Gems: Tips, Tricks, and Time Savers FACILITATED BY: E-Learning Staff 10:00 – 11:00 a.m. LTC Team Space 020

10 Thursday DIVERSE & INCLUSIVE Drop-In Session FACILITATED BY: KENYA CROSSON AND SUKI KWON (FACILITY DEVELOPMENT STAFF) 10:00 – 10:45 a.m. LTC Team Space 020

10 Thursday DIVERSE & INCLUSIVE Drop-In Session FACILITATED BY: KENYA CROSSON AND SUKI KWON (FACILITY DEVELOPMENT STAFF) 10:00 – 10:45 a.m. LTC Team Space 020

12 Friday CARRA webinar: Mindset of Inclusion: Testing & Bayesian Analysis FACILITATED BY: ANDREAS KIMBER, IOWA STATE UNIVERSITY 12:00 – 1:15 p.m. LTC Team Space 020

12 Friday CARRA webinar: Posts: TA FACILITATED BY: SARA DURISCHNITZ, OHIO STATE UNIVERSITY 12:00 – 1:15 p.m. LTC Team Space 020

27 Thursday DIVERSE & INCLUSIVE Drop-In Session FACILITATED BY: KENYA CROSSON AND SUKI KWON (FACILITY DEVELOPMENT STAFF) 10:00 – 10:45 a.m. LTC Team Space 020

27 Thursday E-Learning: The Importance of Your Content FACILITATED BY: DR. SCOTT TONDIDANDEL, VETERAN'S AFFAIRS 12:00 – 1:15 p.m. LTC Meeting Space 028

12 Monday E-Learning: Flipping the Classroom with Index 101 FACILITATED BY: E-Learning Staff 10:00 – 11:00 a.m. LTC Meeting Space 028

DECEMBER

3 Monday E-Learning: Post Once, Reply Twice: The Epitaph of the Forum Discussion FACILITATED BY: E-Learning Staff 10:00 – 11:00 a.m. LTC Meeting Space 028

For calendar of events descriptions and registration information see inside this issue
WHO’S NEW IN THE LTC?

This fall you’ll see three new faces in the LTC, and two have already been part of the UD community. **Ryan Finney** joined the LTC in May as a Java developer for the Office of eLearning. He completed his degree in computer science from Regis University in Denver. This is Ryan’s first position post-graduation, and he is very excited to be working at UD.

Previously Ryan worked for two years with Reynolds and Reynolds in technical support, and before that worked at Walt Disney World in Orlando, driving boats during his Disney College Program internship.

**Aidan Curran** is the new digital media specialist in the Office of E-Learning. Aidan graduated from UD in 2013, majoring in electronic media communication. He has worked in media production for the past six years. He has previously worked with the UD Media Production Group, Office of Admissions, Office of Enrollment Management and Marketing, and the Athletic Department. Aidan has also worked with Channel 7 (WHIO) as a videographer and editor. He most recently moved back to Dayton after having lived in Philadelphia and working as an associate producer for the branding agency 160over90.

Aidan is a huge Dayton Flyers men’s basketball fan—he tries not to miss a game. One of his favorite memories was the Elite Eight run (he will never forget the “Crowd-surfing President”). When he isn’t working, he enjoys watching movies, bike riding, and volunteering with UpDayton. Aidan truly loves working at UD, he gets a lot of joy working with students and faculty. He really appreciates how welcoming and helpful the LTC has been!

**Justin Keen**, whose office is in the LTC, is the inaugural Director of Assessment and Student Centered Analytics. He is excited to build partnerships across campus that advance a culture of and capacity for assessment and increase the use of analytics to improve student experiences. He has been a member of the UD community since 2009 as a master’s student, director of student development assessment and planning, doctoral student in the Educational Leadership program in the School of Education and Health Sciences, and adjunct instructor in the Counselor Education and Human Services department. He also serves as a member of the campus Green Dot team and as a Marianist Educational Associate. His research interests and areas of passion include student learning and success, educators’ reflective practice, and men’s involvement in ending power-based personal violence. Justin’s spouse, Kristen Altenau Keen, also works for the university in the Dean of Students Office, and his son is enrolled at, and loves, the Bombeck Center. Stop by and welcome our new colleagues.

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.
ENROLLMENT UPDATE ON CLASS OF 2022
MEAGAN PANT, ASSISTANT DIRECTOR, MARKETING AND COMMUNICATIONS

The University expects to set new records for academic quality and to meet its headcount enrollment and diversity goals for the class of 2022, according to Vice President for Strategic Enrollment Management Jason Reinoehl.

The University expects to achieve its goal of having at least 16 percent of the class be domestic students from underrepresented racial and ethnic populations, Reinoehl said. Socioeconomic diversity also looks strong, with an expected new record of Pell Grant-eligible students. The class will, once again, be the most academically gifted in school history. It also is well-balanced across the academic disciplines, which adds a richness of interests to the educational community.

Vice President for Finance and Administrative Services Andrew Horner said the University is also tracking to meet its first-year class revenue targets. “It is a testament to the value of a UD degree and the hard work of so many that we are able to enhance affordability and maintain the revenue flow that can support our strategic aspirations,” Horner said.

Reinoehl added: “We understand families are making final choices about their four-year educational investment and comparing us against many other strong universities in our region and nationally. Our community has worked hard to make investments to continuously enhance our high-quality campus and educational experience and to ensure we remain accessible and affordable.”

The University passed the major National College Decision Day deadline of May 1 and has worked through the summer to welcome the new students and to finalize the entering class. “But it’s important to pause now and to acknowledge everyone who has taken the time to share with these future Flyers all that makes UD special,” said President Eric F. Spina.

The class of 2022 also includes new Flyer Promise Scholars. The program, which removes financial barriers for high-achieving students at partner high schools, enters its second year in 2018–19.

FALL 2018 READING GROUPS

Whether you’ve participated each semester or have never been in a reading group, fall is an ideal time to join colleagues to discuss compelling ideas in a book. Two reading groups are forming, and we’ll supply books and snacks.

The books we’ll read are Blindspot: Hidden Bias of Good People by Mahzaring R. Banaji and Anthony G. Greewald and Fast Effective Assessment: How to Reduce Your Workload and Improve Student Learning by Glen Pearsall.

For specific dates or to register, go to:
udayton.edu/ltc/development/current_events/reading_groups.php
NEW DISABILITY DATA MANAGEMENT SYSTEM IN THE OFFICE OF LEARNING RESOURCES BRINGS CHANGES FOR FACULTY AND STUDENTS

In spring 2018, the Office of Learning Resources rolled out AIM (Accessible Information Management), a new software program for tracking disability-related accommodations for students. AIM provides more control over Accommodation Letters for students and easier access to testing accommodation information and scheduling for both students and faculty.

Specific improvements include:
• Students can tailor their Accommodation Letter for each class to show only those accommodations they wish to use.
• Accommodation Letters are sent directly to instructors by the system at the student’s request (and can also be printed).
• Students can schedule tests to be taken at OLR’s Testing Center using AIM.
• Instructors can put testing instructions directly into AIM for the entire semester when they don’t change for each test.
• A test can be uploaded into AIM and copied to other students in the same class.

Perhaps most useful to you as an instructor is the Faculty Portal that centralizes access to instructor features including:
• A list of students requesting accommodations for each of your classes in the current semester along with the ability to see a student’s Accommodation Letter at any time.
• The ability to view and copy your instructions for tests to be administered in OLR (which AIM calls ‘Testing Agreements’) across your classes.

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A QUICK LOOK AT TESTING NUMBERS: FROM THE OLR TESTING CENTER

As you can see, the number of exams given with accommodations through OLR’s Testing Center continues to grow. Check out our new data management system, AIM, to see how it can help you streamline the testing accommodation process. go.udayton.edu/AIMfac.

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Reflections on Students’ Engagement with Experiential Learning
Karen Velasquez, Director of Experiential Learning

University of Dayton students are often engaged in many high-impact experiential learning activities throughout their college journeys, including research, community-engaged learning, education abroad, faith and vocation programs, leadership and professional development programs, internships, co-ops, student employment, and more. What is the meaning, impact, and value of these experiences for students? How do students make connections between experiential learning and other personal, academic, and professional experiences and goals? These are some of the guiding questions that students reflect upon in the EL Lab, a workshop facilitated by the director of Experiential Learning and student employees in the Office of Experiential Learning (OEL). The labs began in July 2017 as a way to investigate how students make meaning of their experiences, and how they articulate the connections among their various learning experiences. As a new director of EL, I was especially interested in learning from students’ voices and perspectives. Together with my research assistant, we signed up a few volunteers for our first Lab in the LTC by introducing ourselves to students around campus, and we also asked the Experiential Learning Advisory Group to nominate student participants.

From July 2017 to April 2018, we held nine lab sessions with a total of 35 students. There were 18 male and 17 female participants; 23 were seniors, five juniors, two sophomores, four first-year and one graduate student. Students represented 38 different majors (including double majors), with the majority coming from the College of Arts and Sciences, followed by the School of Engineering, the School of Business Administration, and the School of Education and Health Sciences. There were two international students from Oman and China; the rest were domestic students. Collectively, these 35 students had participated in a total of 144 EL activities at the time of the workshop. Among these 144, there were approximately 44 leadership experiences through student organizations, fraternities and sororities, and professional-development activities such as conference presentations. Twenty-six of these were community-engaged learning experiences, 11 research experiences, four faith-based campus ministry experiences, seven co-ops, 36 internship and student-employment experiences, and 21 education-abroad experiences (some abroad experiences also incorporated community-engaged learning). On average, students had participated in four memorable and impactful EL experiences at the time they participated in the workshop.

During the EL Lab, students reflected on their experiences and wrote “Integrated Stories of Realizations,” discussed EL with peers and OEL student workers including a Peer Advisor and Digital Media Producer, created visual maps of their learning journeys, and participated in video-recorded interviews about their EL stories. Students explored how they had been transformed through EL, and how they envisioned applying what they had learned to make a positive impact in the world. The lab was beneficial for students because it allowed them a time and space to think more deeply about their learning experiences and practice communicating their narratives to different audiences. Students expressed they had not often been presented with opportunities to analyze their experiences from a holistic lens or intentionally integrate experiences inside and beyond the classroom. As a result, I believe many students enjoyed this authentic, novel, and supportive environment; we formed trust, relationships, and communities of

CONTINUES ONTO PAGE 5
practice around EL together, and students gained new and more complex ways of understanding and discussing EL.

As a result of the EL Lab, many students reported feeling more confident in their ability to communicate about what they had learned over time and how they could apply that knowledge in the future. Students’ oral and written reflections and interviews showed that not only had they gained important skills and confidence through their different hands-on learning experiences, but they also gained a deep desire to help others and make the world a better place. Working with my student employees to design and facilitate the EL Lab was also a great experience. I believe student input and participation is important and essential as we think about how to best develop and implement EL opportunities at UD. Reflection is such a valuable activity, not just for students but for all of us—we learn about ourselves and each other, and realize how much we have in common as we discover new avenues and possibilities for learning in the process. And reflection can also be effective in many forms, from writing and dialogue to activities involving digital media. The Office of Experiential Learning has compiled an archive of students’ EL Lab interviews and a collection of students’ reflections, for any faculty or staff who are interested in learning more. If interested contact Karen Velasquez at kvelasquez1@udayton.edu.

“Reflection is such a valuable activity, not just for students but for all of us—we learn about ourselves and each other, and realize how much we have in common as we discover new avenues and possibilities for learning in the process.”

INTRODUCTION FROM YOUR NEW RESEARCH SERVICES LIBRARIAN

Hello, my name is David Luftig and I am the new Research Services Librarian here at the University of Dayton.

Like most kids growing up in this area, I was obsessed with baseball and voraciously collected baseball cards. Early on, I found myself much more interested in the backs of the cards (where the player’s statistics were printed) than the front (which showed the picture).

As a kid, I believed that I could adequately evaluate a player by looking across those statistics. Years later, as more descriptive data became available (and I learned more about the history of the game), I began to understand the incompleteness of the data that I had been observing and how some of my previous assessments may have been incorrect.

Such experiences have parallels in today’s world of research analytics, bibliometrics, and big data. We currently have access to much more data than ever before but often the relevance, context, and generalizability of such data remain in question.

Which brings me to my new position here on campus. Among my many current job tasks, I am here to assist scholars with understanding and contextualizing data of all sorts. I am also here to assist with properly locating, preserving, and utilizing research data.

I have provided preservation and research services across disciplines, including to the arts and humanities, business, social sciences, and STEM fields.

This semester, I will be providing workshops and other resources regarding bibliometrics (the good and bad), data requirements of federal grants, creation of digital management plans, and making sure your data is preserved and locatable.

If you ever have any questions about data sets, data preservation, bibliometrics, using data in your classroom, or anything else please don’t hesitate to find me (dluftig1@udayton.edu). I’m also happy to talk about the Reds.
EXPANDING SUSTAINABILITY EDUCATION INTO YOUR CURRICULUM

Since its creation in 2014, the Hanley Sustainability Institute (HSI) has launched numerous projects surrounding sustainability education on and off campus. One of our current projects, the Sustainability Activation Program (SAP), aims to educate undergraduate students on the importance of sustainability practices. The three goals for this program are Care, Conserve, and Commit. These goals help students better understand sustainability at UD and their role in making UD an environmentally conscious university. Through this session, we will emphasize why students should care about sustainability and what they can do to be more environmentally conscious and conserve our natural resources. Lastly, students will be encouraged to commit to a realistic goal for a more sustainable lifestyle.

The SAP team is currently looking for any professors who would welcome supplemental sustainability education for an allotted class time. These lessons would last anywhere from 20 minutes to one hour and 15 minutes. Our lessons expand into multiple topics such as energy, water, waste, food consumption, and fair trade, which can be in partnership with current curriculum that students are learning in class. These sessions are led by our SAP student leaders, who went through extensive training to prepare for teaching these sessions. The SAP team is well-trained, engaging, and flexible to come up with lessons for any type of audience. Our SAP student team can relate to the students in your classroom and are great at keeping students engaged in the material.

The program has seen growth since its launch in fall 2017. In partnership with the AVIATE program, more than 3,000 students participated in either our online modules or classroom sessions. In spring 2018, the SAP leaders taught supplemental lessons in partnership with a few professors from different units across campus. The SAP team worked hard to continue educating across campus but needs help from faculty and staff members to continue its growth.

If you're interested in scheduling to have a supplemental lesson for a class, please contact either Marigrace Moses at mosesm1@udayton.edu or Caroline Shepherd at shepherdc1@udayton.edu.

The SAP team and HSI are looking forward to collaborating with professors to educate more students on the importance of living sustainably.

NOMINATION/APPLICATION DATES FOR COHORTS

Below are approximate dates that faculty, chairs and deans can expect calls for application or nominations for LTC cohorted programs:

**Studio Fellows:** Applications for spring 2019 are currently being received. Caroline Merithew (cmerithew1@udayton.edu) is contact.

**Teaching Fellows:** Lists of eligible faculty (full-time faculty in years two—seven next year) for 2019-20 will be shared with chairs for editing/approval in late fall. Susan Brown (sbrown4@udayton.edu) is contact.

**E-Learning Fellows:** Applications for 2018-19 will be available mid-October and require chair approval. Paul Dag-nall (pdagnall1@udayton.edu) is contact.

**AsPIRE:** Call for applications to associate professors will go out in October. Steve Wilhoit (swilhoit1@udayton.edu) is contact.

**Leadership UD:** A call to Deans and VPs for nominations to the 2019–2020 Leadership UD cohort will go out in January 2019. Rachel Normile (rnormile1@udayton.edu) is contact.
THE GEMnasium: A TEST LAB FOR TRANSDISCIPLINARY LEARNING

In a former storage space in Fitz Hall, faculty came together for an experiment in spring 2018: What would happen if they stepped beyond conventional notions of what a college class looks like? What if they created a space that encouraged transdisciplinary collisions? What if they included community leaders and tackled a pressing issue in society?

The experiment turned into the GEMnasium, a hands-on test lab with spaces to prototype new teaching and learning models for servant-leadership and social innovation. This integrated learning community is driven by cross-University “transdisciplinary faculties” that encourage a “fail fast, fail forward” mindset around humanity-centered growth.

More than 250 students and 18 educators, through nine different courses, focused on one Grand Challenge for the spring semester: How to disrupt the pattern of addiction expectancy for the next generation. One hundred ideas were presented at the GEMnasium’s spring Summit Slam, and seven deliverables were selected through crowdsourcing to move into IACT’s summer Collaboration Accelerator program for further development.

This semester, courses held in the GEMnasium will continue to build on the work done this past spring and summer. In spring 2019, the GEMnasium will introduce a new Grand Challenge: “How can food justice be a source of Dayton community vibrancy and transformation?” If you are interested in connecting your course(s) to the GEMnasium, please contact Brian LaDuca, executive director of IACT, at bladuca1@udayton.edu or (937) 229-5103.

For more information, and to hear the stories of students and educators who were part of the pilot semester at the GEMnasium, visit go.udayton.edu/gemnasium.
On a sunny day in May, faculty filed into Sears Recital Hall for the spring faculty meeting. There was a buzz about the room as people discussed summer plans and the end of another academic year. The buzz soon turned to applause, as the 2018 Faculty Awards in Teaching and Scholarship were announced. The awards, which are funded by the Alumni Association, were awarded to three faculty members: Dorian Borbonus (History) and Kristen Comfort (Chemical and Materials Engineering) were co-recipients of the Faculty Award for Scholarship, and Anne Crecelius (Health and Sport Science) received the Faculty Award for Teaching.

Since 1981, the Faculty Awards in Teaching and Scholarship have been awarded to recognize faculty excellence in research and the classroom. This year’s recipients, selected by a committee chaired by Fred Jenkins (University Libraries) and Aaron Altman (Mechanical and Aerospace Engineering), represent different units, and each shows a strong commitment to advancing understanding in their respective disciplines through their scholarship and teaching. Comfort says that she feels research is her way to make a unique contribution and that “being in the lab is like being a kid in a sandbox—I get to play every day.” Comfort’s advice to those who want to enhance their research is to embrace the unknown and accept that trial, error, and flexibility are important. She also stresses that researchers should listen to their students’ ideas because they can help guide the research.

Borbonus also talked about his research with enthusiasm, saying that “discovering something new is the most fun and rewarding part of research.” As a lifelong learner, Borbonus enjoys the exploratory nature of his research, which has taken him abroad to study burial customs in ancient Rome. While Borbonus admits that balance can be difficult in his role, he notes that working to advance his research—with the help of funding—has helped restore some balance. He encourages his fellow humanities faculty to seek out funding for research when they can, even if it isn’t required, because not only can it help enhance one’s work, it can help with balancing the many roles faculty play.

In addition to demonstrating passion for scholarship, both Comfort and Borbonus enjoy working with students and watching them progress and develop. Comfort talks about the joys of watching students grow through work in her lab, and Borbonus shares that he enjoys helping students explore the unfamiliar and challenging them to consider new perspectives and interpretations.

Crecelius demonstrates a clear passion for her role as an educator and says she enjoys embracing the differences and challenges of each day. She notes, “Teaching forces me to be vulnerable and engaged.” Crecelius adds that she finds it exciting and fulfilling to adjust to the circumstances of the class and day. She also enjoys problem-solving and hopes to encourage her students to engage in the world with curiosity. Crecelius has a strong research background and loves that her role at UD allows her to have a broad impact through teaching as well as add to the scholarship of her discipline.

In addition to her work in the classroom, Crecelius has a passion for UD as an organization. As a UD grad (as is Comfort), she takes her graduation pledge to improve the organization seriously and wants to contribute to the betterment of students and the university through her work.

Though the pace of academic life keeps all three recipients busy in their roles, they all make attempts to find personal time to recharge. For Comfort, that means unplugging and spending time with family. This past summer, Borbonus was looking forward to an anniversary vacation with his wife. Lastly, Crecelius unwinds by enjoying the great outdoors through activities such as rock climbing and tennis.

FACULTY AWARD RECIPIENTS 2018
UNDERSTANDING STUDENTS’ RELIGIOUS TRADITIONS

As formation in faith is a central element in the Marianist tradition of education, the University of Dayton strives to be a place where people of all religious traditions live, learn, and deepen their faith. We can help our students live out their religious life by offering reasonable accommodation to classroom or workplace schedules, environment, or in the way tasks or assignments are customarily completed, all while maintaining a consistent learning environment. Campus Ministry has ideas and resources on their website at www.udayton.edu/ministry/about/relig_accomm.php. Contact Brad Seligmann at bseligmann1@udayton.edu for more information.

MAJOR RELIGIOUS FALL HOLIDAYS

AUGUST
15 Feast of the Assumption
22 Eid al-Adha begins

SEPTEMBER
2 Janmashtami
7 Paryushana begins
10 Rosh Hashanah
11 Muharram begins
19 Yom Kippur
20 Ashura
23 Sukkot begins

OCTOBER
9 Navaratri begins

NOVEMBER
1 All Saints Day
7 Diwali
20 Mawlid al-Nabi (Sunni)
25 Mawlid al-Nabi (Shi’a)

DECEMBER
2 First Sunday of Advent
3 Hanukkah begins
8 Feast of the Immaculate Conception
25 Christmas
26 Kwanzaa begins

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.
CONGRATULATIONS TO THE FOLLOWING FACULTY AND STAFF FOR COMPLETING COHORTED PROGRAMS IN 2017–18:

E-LEARNING FELLOWS 2018
Alan Abitbol
Communication
Joni Baldwin
Teacher Education
Daniel Birdsong
Political Science
Jennifer Dalton
Health and Sport Science
Layla Kurt
Counselor Education and Human Services
David Long
Engineering Management, Systems, and Technology
Caroline Merithew
History
Van Tam Nguyen
Computer Science
Donald Quigley
OLLI
Angeline Sangalang
Communication
Michael Sandy
Geology
Elizabeth Rhoads
Biology
Kelly Vibber
Communication

LEADERSHIP UD 2018
Eric Balster
School of Engineering
David Bauer
Provost’s Office
Bruce Beil
President’s Office
Rodney Chatman
Student Development
Kristen Comfort
School of Engineering
Doug Daniels
College of Arts and Sciences
Sarah Dewitt
Student Development
Karolyn Hansen
College of Arts and Sciences
Ashley Keller
Athletics
Suki Kwon
College of Arts and Sciences
Scott MacDonald
School of Business Administration
Karlos Marshall
Provost’s Office
McKenzie Morin
Advancement
Bernie Ott
Finance and Administrative Services
Rebecca Potter
College of Arts and Sciences
Phil Ratermann
UDRI
Adam Rathge
Enrollment Management
Gretchen Sabin
School of Business Administration
Mike Sievers
Provost’s Office
Jon Skeans
UDRI
Evan Taylor
Finance and Administrative Services
Scott West
University Libraries
Rebecca Whisnant
College of Arts and Sciences
STUDIO FELLOWS SPRING 2018

Bryan Bardine
English

Anne Crecelius
Health and Sport Science

Amir Kalan
English

Saverio Perugini
Computer Science

Nicola Work
Global Languages and Cultures

Sr. Angela Ann Zukowski
Religious Studies

TEACHING FELLOWS 2018

Judit Beagle
Chemistry

Daniel Cheung
Philosophy

Joe Craig
English

Matthew Evans
Theatre

Jenn Freitag
Communication

Sandy Furterer
Engineering Management, Systems, and Technology

Anca Glont
History

Lindsay Gold
Teacher Education

Sid Gunasekaran
Mechanical and Aerospace Engineering

Josh Heyne
Mechanical and Aerospace Engineering

Sarah Hernandez
Intensive English Program

Alan Kelley
Communication

Andres Larrain-Hubach
Mathematics

Van Tam Nguyen
Computer Science

Chad Painter
Communication

Tim Reissman
Mechanical and Aerospace Engineering

Alan Veliz-Cuba
Mathematics

Yan Xinyan
Economics and Finance

SET DATES FOR SPRING

Student Evaluation of Teaching (SET) will be available to students in semester-long courses November 26 through 11:59 pm December 6. Please direct questions about SET to set@udayton.edu.

LTC Newsletter FALL 2018 // 11
There are many popular models and concepts that are used to frame skills and techniques that are often considered as characteristics of leadership. Whether it is the ability to motivate and encourage others or the act of putting others before self, most leadership principles and pillars are offered as universal and equally applicable to all. Several theories, including the great man theories, behavioral theories, trait theories, and transactional and transformational theories, attempt to define leadership in a binary that makes the actions and ideals of a leader absolute. A challenge for many leadership theories is the lack of consideration given to the social systems and structures that impact the interpretation and consequences of an individual’s leadership strategies. While there are a variety of leadership theories one can use to define “good” leadership, leadership theories that highlight or center the experiences of marginalized populations are often referred to as specialty theories for specific groups. Leadership theories that are considered universal and applicable to all are often written with a White male construct that inadvertently limits certain individuals with diverse backgrounds from being seen as “good” leaders (Balgopal, 1984; Bass, 2008; Eddy & VanDerLinden, 2006; Gündemir, Homan, Dreu, & Vugt, 2014).

Yet, a true recognition of leadership must consider the influence of environment, consequences, and culture, or the analysis and application of leadership traits is limited.

One leadership theory that we often espouse is Greenleaf’s (1977) Servant Leadership model. Greenleaf proposes that one must be servant and leader and that first being a servant is required. Servant Leadership is considered in high regard as proven by its reference in many marketing materials, strategic plans, and mission statements. Few will argue Greenleaf’s standpoint that leaders must position the desire to serve before a desire for power and that leadership includes the call to silence self so that others can be heard. On the surface, it would seem that the traits of Servant Leadership (Spears, 2010) are easily accessible and executable for all leaders.

Yet, if one considers Servant Leadership (Keith, 2010) through a critical lens, the acts of a leader could have a different impact and outcome that are connected to the socialization of the individual in the leadership role and those interpreting their leadership style and influence. Critical Race Theory (Crenshaw, 1995) offers a lens with which to consider the Servant Leadership model. Critical Race Theory (CRT) argues that the society system of racism, power, and privilege requires a shift in what is considered as normative. When the history of hardship for underrepresented populations is used to shift the centered narrative away from privileged identities to those who have been historically marginalized, one can reconsider what has been deemed as appropriate, reasonable, or acceptable leadership behavior and mentality. Certain traits may be detrimental, misunderstood, or judged differently when executed by those who have historically been told that servitude is required for persistence and survival. Leadership actions proposed by Greenleaf (1977) including putting others before self, silencing one’s own voice for another, or using withdrawal as a tactical defense or strategy may be interpreted as indifference, inappropriate, unprofessional, or may cause further cultural taxation or miasma (Caver & Livers, 2008) depending on the identity of the leader whose actions are being evaluated. Specifically, the use of Servant Leadership as a standard could inadvertently reinforce
a historical oppression that has and continues to relegate women and people of color as servants, particularly when they continue to work in environments where they are underserved, underrepresented, and less-mentored.

One cannot deny that there are characteristics in Servant Leadership that are worthy of embrace. However, as we continue to grow as a Catholic and Marianist university, I strongly urge a reconsideration of the use of the theory and term “Servant Leadership” and to adjust our language to “Leadership through service.” Examining the label of servant and the inadvertent continued oppression that accompanies it can be the first step in a pursuit of a more inclusive perspective of leadership that considers systems of power, privilege, and the social and cultural influences that we each carry as we define and create leaders for a common good.

RESOURCES

FROM Data Management PAGE 3

• A list of any tests that have been scheduled in OLR by students in your courses during the current semester.
• A link for uploading tests directly to OLR.

Faculty who used AIM in spring found it simple to use. They also gave feedback on several features that needed improvement, and OLR staff addressed those issues during the summer:
• ISSUE: File size limit for exams uploaded into AIM was too small.
  Solution: The original file size limit was 1 MB, which was not sufficient for exams with detailed pictures or charts. The file size limit for uploaded exams has been increased to 2 MB.

• ISSUE: Too many emails from AIM.
  Solution: OLR continues to review the email communications sent by the system for clarity and purpose. The goal is to improve the clarity of the content and to find a way to distinguish informational emails from those that require action on your part.

You can access the Faculty Portal and information related to accommodations in any class you are teaching in the current semester at: go.udayton.edu/ AIMfac.
The CAP Office, working in conjunction with the CAP Committee (CAPC), CAP Leadership Team (CAPL) and other supporting committees and deans’ offices, will be undertaking several major initiatives over the course of the 2018–19 academic year:

**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 process will be in the third cycle in 2018–19, with 107 courses up for review. This year, for the first time, all undergraduate academic units have courses scheduled for review. At the end of the 2018–19 cycle, over a third of the current 450 CAP-designated courses will have gone through the review process. Looking ahead to next year, the completion rate will be almost three-fourths. The accompanying chart depicts the breakdown by year.

- For courses that the CAPC reviewed in the first two cycles, 19 were renewed for four years, and 34 were renewed for two years, as shown in the accompanying chart. Three courses were withdrawn from CAP based on departmental decisions. Two-year renewal indicates that a department is developing or has developed a process for administering assessment for the course and is working to implement that process, as well as develop a means for interpreting and using assessment results to make ongoing improvements to the course on a routine basis. Four-year renewal indicates that the department has a process for administering assessment for the course, has put that process into action, and has a means for interpreting and using assessment results to make ongoing improvements to the course on a routine basis.

- The CAP Office hosts a workshop every semester for departments with CAP courses in the current or following year’s cycle and also schedules consultations with individual faculty and/or departments. Resources for the Four-Year Review process are available on the CAP website: [www.udayton.edu/provost/cap/4-year-course-review.php](http://www.udayton.edu/provost/cap/4-year-course-review.php).
**CAP Course Improvement and Innovation Grants: Post Four-Year Review**

- As announced in an email from the CAP Office, the Office of the Provost, Ryan C. Harris Learning Teaching Center, and CAP Office are providing support for this new grant program. It is intended to foster continual improvement and innovation of courses and learning after completing the CAP Four-Year Review process. The CAPL will manage the grant program.

- Grants of $1,000 will be awarded to faculty members who are pursuing ongoing improvement and innovation efforts for a CAP course that has been through the Four-Year Review process. If multiple faculty wish to work together on a single course, an application can be submitted collectively for a grant up to $3,000 to distribute among them. Up to 10 grants will be awarded each cycle. An additional grant of up to $1,000 may also be requested and awarded for specific resources.

- The request for proposals document for the CAP Course Improvement and Innovation Grants outlines the specific requirements and the application and review process. The RFP can be found under the 4-Year Course Review section of the CAP website (under Related Links): [www.udayton.edu/provost/cap/4-year-course-review.php](http://www.udayton.edu/provost/cap/4-year-course-review.php).

**CAP Student Survey**

- The CAP Office is interested in hearing from students about what works well and how we can improve the CAP learning experiences. A small working group last spring developed a survey to gather students' perceptions and attitudes.

- The survey will be conducted in mid-November in both first-year seminar and capstone courses across academic units.

**CAP with Friends Workshop Series: Fall Semester**

- Following the introduction of CAP with Friends last spring, the CAP Office is once again hosting a mix of semi-structured and unstructured opportunities for faculty to think about CAP course design/redesign, as well as the Four-Year Review process, 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 the following registration link for fall 2018 was sent in late August.

- Link to CAP with Friends registration form: [goo.gl/forms/qmCH9jEQuxKEIAvZ2](http://goo.gl/forms/qmCH9jEQuxKEIAvZ2)

**CONTINUES ONTO PAGE 20**

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**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.
ON-CAMPUS TUTORING IS EXPANDING

The Office of Learning Resources (OLR) provides Appointment and Walk-In Tutoring for many first- and second-year courses common among all degree programs. Since fall 2017, the Schools of Engineering (SOE) and Business Administration (SBA) have partnered with OLR to offer tutoring for key upper-level undergraduate courses. In addition, starting this semester commuter students will be able to schedule tutoring appointments for courses traditionally supported only by Walk-In Tutoring.

Why is Tutoring expanding?
Historically, about 98% of students who use OLR’s Tutoring services report that it is helpful. Myra Peterson, junior MIS major, uses Tutoring because it “increases [my] confidence with class material and [my] performance on assignments and exams.” Commuter students have often been unable to use Walk-In Tutoring for a number of reasons: tutoring’s limited hours, full-time work schedules, family obligations, and the need to commute long distances. William Cox, commuting senior MEE student, says, “The biggest obstacle for commuter students is time. If Walk-In courses were available by appointment, commuters could use it when they are on campus for classes. Tutoring’s expansion is more inclusive of commuter and non-traditionally aged students.” Michelle Strunks, assistant dean in SOE, adds, “We have made a concerted effort to partner with OLR in order to offer Tutoring for key upper-level engineering classes.”

What should students know about Tutoring?
The goal of Tutoring is to help students become independent learners. Emily Flaherty, senior Tutor, recommends that “students come with realistic goals so that they can build a foundation for the course with the Tutor. Students sometimes schedule appointments so that they plan time to study when they might otherwise procrastinate.” Students should bring their textbooks and notes so Tutors can demonstrate how to use them effectively.

How should students use Tutoring?
As a student, Peterson attributes her success with Tutoring to “scheduling sessions early in the semester to review and study before classes become overwhelming.” Tutoring is not just about homework, hence OLR’s motto: “Tutoring is not about answers. It’s about building skills for learning.” Flaherty adds, “Many students report the benefit of using Tutoring proactively and on a regularly scheduled basis.” Student preparation and participation are essential since Tutoring sessions only last one hour.

What is the hiring and selection process for Tutors?
Potential Tutors need one faculty recommendation for each discipline they wish to tutor. Hannah Wyatt, senior Tutor, says, “Getting faculty recommendations helps students know their efforts and performance in a course are recognized and appreciated. With intelligent, well-prepared, and confident Tutors, students can use Tutoring alongside TA or SI (Supplemental Instruction) sessions and instructors’ office hours. The variety of flexible options makes student success significantly more attainable.” Once recommended, potential Tutors are interviewed to see if they have the mindset and skills to help students think critically about how to solve problems and about why certain processes are important. Tutors engage in intensive and ongoing training throughout their tenure as a Tutor.

How can faculty and advisors help?
Strunks and her team in the SOE Office of Student Success have seen how creating awareness about OLR tutoring services and tracking their use increases student retention. “Academic advisors have a key... CONTINUES ONTO PAGE 17
role in making students aware of Tutoring opportunities and other support services available to them,” she said. Faculty member and Associate Dean for Undergraduate Programs in SBA, Randy Sparks, knows early intervention is essential to student success. “Faculty should not wait until students earn several poor grades before suggesting Tutoring. They should reassure students that using Tutoring demonstrates their commitment to learn and succeed.” Flaherty suggests, “Tutoring should be discussed during syllabus week when faculty review office hours, assignments, and exams.”

Why should faculty recommend that students go to Tutoring? Strunks advises struggling students and says, “The need for Tutoring goes beyond the first-year courses.” Sparks adds, “We have to justify—in every way—the premium price of tuition. Tutoring helps students develop and apply advanced math skills in their SBA courses. Not taking advantage of Tutoring is like leaving money on the table.” Students pay for Tutoring in their tuition. If students don’t use it, they simply make a donation to the university.

It’s exciting to be able to bring Tutoring’s benefits to students in both SBA and SOE upper-level courses and to commuter students. Help UD students get their return on investment and succeed academically by communicating the value of using OLR’s Tutoring services.

Questions?
Visit go.udayton.edu/tutoring for a complete list of tutored courses or contact Michael Key, OLR’s Tutoring Coordinator, at mkey01@udayton.edu.

CALLING ALL ADJUNCTS!

Plans are under way for the fall Adjunct Faculty Workshop 12–3 p.m. September 29. You’ll have a chance to meet your new representative to the Academic Senate and explore ways to strengthen your teaching practice. Stay tuned for registration information. Adjunct faculty are warmly invited to participate in LTC programming. Contact Susan Brown (sbrown4@udayton.edu) with questions.
TEACHING IN THE REDESIGNED LTC STUDIO

From its opening in January 2000, the Ryan C. Harris Learning Teaching Center has been the home for a signature space called the John O. Geiger Learning Studio. Named after former Provost John Geiger, this classroom has served as an incubator for faculty and students as they adopt new teaching and learning approaches. The innovative blend of technology, white boards, and flexible furniture was a dramatic advance forward. Given all the creative possibilities, that is why the name “Studio” was used instead of “classroom.”

Many faculty will remember trying new teaching approaches in the Studio over the past 18 years with the support of LTC and UDIT staff. Also, classroom spaces across the campus can trace their physical appearance and technology infrastructure to the Studio. The room has served as a test bed for innovations across the entire campus and throughout the curriculum.

To set the stage for future learning spaces at UD, the LTC Studio was renovated during the summer, so that starting this semester, faculty and students can experience an even more advanced leading-edge environment. Using feedback from faculty and students, the new LTC Studio combines our best thinking on how to encourage active learning while introducing data visualization—since “big data” is increasingly a feature of all disciplines.

Surrounded by floor-to-ceiling glass whiteboards, the room contains a giant touch-sensitive video wall—that we call the “Canvas”—on which 4K videos (and higher) can be played, where ultra high-definition computer displays will be used, where digital ink will be used for easy on-screen annotations and where students will project the screens of their mobile devices wirelessly.

Faculty are encouraged to learn about the new LTC Studio by attending Campus Conversations sessions that will be scheduled later this semester and/or applying to join a future LTC Studio Fellows Program (watch for invitations). Teaching in the LTC Studio will require faculty to participate in the LTC Studio Fellows program, so that faculty can benefit from idea sharing with colleagues. Invitations to participate in the Spring 2019 LTC Studio Fellows program will be sent by email to faculty early this semester.

For more information, contact David Wright (dwright1@udayton.edu).

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).
Summer renovation of the LTC Studio

Rendition of completed Studio
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<tr>
<th>TYPE OF SESSION</th>
<th>DATE/LOCATION</th>
<th>SESSION TAKEAWAYS</th>
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<tbody>
<tr>
<td>Review of CAP &amp; Course Design/</td>
<td>Monday, September 10 9:00 – 10:00 a.m. LTC Forum 044</td>
<td>• Reminder of CAP components</td>
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<tr>
<td>Redesign</td>
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<td>• Brainstorming about CAP components that might align with course design/redesign</td>
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<td>Semi-structured</td>
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<td>• Conceptualizing course goals</td>
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<td>• Time to work on a course proposal</td>
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<td>CAP “Study Hall”</td>
<td>2 Offerings:</td>
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<tr>
<td>Unstructured</td>
<td>Tuesday, September 18 12:30 – 1:30 p.m. LTC Forum 044</td>
<td>• Participants will work on their own on CAP course proposals at whatever stage they are at</td>
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<td></td>
<td>Friday, October 26 9:00 – 10:00 a.m. LTC Forum 044</td>
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<tr>
<td>4-Year Review of CAP Courses</td>
<td>2 Offerings:</td>
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<tr>
<td>Unstructured</td>
<td>Monday, September 24 12:15 – 1:15 p.m. LTC Meeting Space 028</td>
<td>• Participants will work on their own on CAP 4-Year Review Reports</td>
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<td></td>
<td>Wednesday, October 31 12:30 – 1:30 p.m. LTC Forum 044</td>
<td>• Geared toward faculty with courses in the 2018–19 review cycle, whose reports will be due January 28, 2019</td>
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<td>Figuring out if Students are</td>
<td>2 Offerings:</td>
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<tr>
<td>Learning</td>
<td>Thursday, October 11 12:30 – 1:30 p.m. LTC Team Space 020</td>
<td>• Consideration of how we figure out if students are learning</td>
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<td>Semi-structured</td>
<td>Wednesday, November 7 1:30 – 2:30 p.m. LTC Forum 044</td>
<td>• Linking course learning outcomes to assessing learning</td>
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<td>• Participants will work on crafting their own plan for figuring out if students are learning</td>
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<tr>
<td>CAP Course Development &amp; Course</td>
<td>Monday, October 15 9:00 – 10:00 a.m. LTC Forum 044</td>
<td>• Participants will work on their own CAP course proposal and navigate the CIM form</td>
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<tr>
<td>Inventory Management (CIM) System</td>
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<td>• Brad Balser, associate registrar, will be on hand to help with CIM questions</td>
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</tbody>
</table>
Calendar of Events

Fall 2018 DIVERsity and INclusion
Need to register—just come by at Kenya Crosson and Suki Kwon. No registration required.

Thursday, October 11, 4:00-4:45 pm
Thursday, September 27, 10:00-10:45 am
Thursday, September 13, 4:00-4:45 pm

Join us for bi-monthly DIVERsity & Inclusion programming. For information, and resources for inclusive groups, visit www.udayton.edu/ltc/development/reading_groups.php.

For tags (Teaching a Global Student Community): Teaching and Learning Outcomes
(Advise with Experiential Learning)
For Campus Conversations, visit www.udayton.edu/udit/communications
For tags (Teaching a Global Student Community): Research Methods and Analysis)
For more information, visit www.udayton.edu/ltc/development/carma.php.

Find more about the blend or Miriam Hall:

DIVERsity & Inclusion
Drop-In Sessions
Can you come and help us make your teaching practice more inclusive? Join us for monthly monthly DIVERsity & Inclusion drop-in sessions for faculty and graduate students for consultations, information, and resources for inclusive teaching. These sessions will be led by LTC Faculty Development Fellows Kenya Crosson and Suki Kwon. Be ready to come in and use the center as you need come in and use the center as you need for your courses!

Fall 2018 DIVERsity and Inclusion Drop-In Sessions in LTC Team Space 020

- Monday, August 27, 1:00-2:00 p.m.
- Wednesday, September 18, 1:00-2:00 p.m.
- Monday, September 30, 1:00-2:00 p.m.
- Wednesday, October 9, 1:00-2:00 p.m.
- Monday, October 21, 1:00-2:00 p.m.
- Wednesday, November 6, 1:00-2:00 p.m.
- Monday, November 18, 1:00-2:00 p.m.
- Wednesday, December 4, 1:00-2:00 p.m.
- Monday, December 16, 1:00-2:00 p.m.

LTC Team Space 020

DIVERsity & Inclusion Drop-In Sessions

- Monday, August 27, 1:00-2:00 p.m.
  Location: LTC Team Space 020
  Facilitated by: LTC Faculty Development Fellows Kenya Crosson and Suki Kwon

- Wednesday, September 18, 1:00-2:00 p.m.
  Location: LTC Team Space 020
  Facilitated by: LTC Faculty Development Fellows Kenya Crosson and Suki Kwon

- Monday, September 30, 1:00-2:00 p.m.
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- Wednesday, October 9, 1:00-2:00 p.m.
  Location: LTC Team Space 020
  Facilitated by: LTC Faculty Development Fellows Kenya Crosson and Suki Kwon

- Monday, October 21, 1:00-2:00 p.m.
  Location: LTC Team Space 020
  Facilitated by: LTC Faculty Development Fellows Kenya Crosson and Suki Kwon

- Wednesday, November 6, 1:00-2:00 p.m.
  Location: LTC Team Space 020
  Facilitated by: LTC Faculty Development Fellows Kenya Crosson and Suki Kwon

- Monday, November 18, 1:00-2:00 p.m.
  Location: LTC Team Space 020
  Facilitated by: LTC Faculty Development Fellows Kenya Crosson and Suki Kwon

- Wednesday, December 4, 1:00-2:00 p.m.
  Location: LTC Team Space 020
  Facilitated by: LTC Faculty Development Fellows Kenya Crosson and Suki Kwon

- Monday, December 16, 1:00-2:00 p.m.
  Location: LTC Team Space 020
  Facilitated by: LTC Faculty Development Fellows Kenya Crosson and Suki Kwon
### Calendar of Events

**For Campus Conversations**, [visit](#) [udayton.edu/ltc/development/campus-conversations).

**For Data Days**, [visit](#) [udayton.edu/ltc/development/data-days).

**For Faculty Development Fellows**, [visit](#) [udayton.edu/ltc/development/faculty-development-fellows).

**For Reading Groups**, [visit](#) [udayton.edu/ltc/development/reading-groups.php).

**For the InCites Research Conference**, [visit](#) [udayton.edu/ltc/development/in-cites).

**For calendar of events**, [see](#).

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**FALL 2018 c a l e n d a r o f e v e n t s**

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<td>E-Learning, Busy Day? I’ll Problem Solving Your Class Online FACILITATED BY: K-LEARNING STAFF 10:00 – 11:00 a.m. LTC Team Space 020</td>
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**For calendar of events**, [see](#) [udayton.edu/ltc/development/calendar-of-events.php].
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