LEARNING AND TEACHING AT UD:  
THE LTC IN 2018–19

We served many of you through workshops, cohorted programs, and opportunities to meet informally and discuss challenges and innovations.

In Fall 2018:
- 175 people registered for LTC events
- 14 faculty completed the Next Thing mini-cohorts
- 7 faculty completed the Research Fellows cohort
- 11 faculty completed the Studio Fellows cohort

In Spring 2019:
- 132 people registered for LTC events
- 25 faculty and staff completed the Leadership UD cohort
- 13 faculty completed the Teaching Fellows cohort
- 11 faculty completed the eLearning Fellows cohort
- 12 faculty completed the Studio Fellows cohort

Faculty had the opportunity to attend the inaugural SET with Friends, a confidential gathering that allowed participants to help others learn from and make meaning of their SET feedback. We’ll offer SET with Friends in January and May and will announce dates and locations through email and social media.

We hosted two sessions of Writing with Friends, and each was attended by more than a dozen faculty and staff. During these three-day retreats, participants work on one or more writing projects of their choice. Some work on journal articles or book chapters, some on poems or short stories, others on course materials like syllabi or assignments. Participants uniformly report making significant progress on their projects, noting the support and encouragement they find

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This past year was a busy one for the LTC. Among other things, we updated our MISSION AND VISION STATEMENT:

The Ryan C. Harris Learning Teaching Center strives to empower all members of the university community to learn and succeed. By linking student academic support with faculty and staff professional development, we combine expertise and resources in an innovative space intentionally designed to enrich and advance learning and teaching.

We serve the University of Dayton community by:
- promoting student-centered learning
- building relationships and connecting individuals with strategies to enhance learning and teaching skills
- helping faculty, staff, and students meet their personal and professional goals
- sharing best practices and expertise in areas including assessment, disability services and accessibility, e-learning, experiential learning, instructional design, and student success
- providing space for collaboration and opportunity to develop new teaching practices
- catalyzing change through educational innovation and leadership development
by writing with a community of friends. Stay tuned for more opportunities to participate, including evening sessions.

In January, a new cohort of 10 faculty members began meeting every two weeks as participants in the AsPIRE program. AsPIRE, which stands for Associate Professor Inquiry, Reflection, and Exploration, is offered every two years and invites recently tenured faculty from across the disciplines to reflect on their personal and professional vocations. Together they read about, discuss, and reflect on a wide range of topics which include their teaching goals, research agendas, leadership interests, and personal well-being. The program is also designed to help participants decide whether and when they might apply for promotion to full professor. The program runs January through October.

Many of you served your colleagues by facilitating the **Midterm Instructional Diagnosis**.

In fall, 20 of you facilitated a MID for a colleague, and 19 did so in spring. The MID is a great way to enhance your teaching, whether you’re facilitating for someone else and hearing from students in a different course or receiving one for your own course. Registrations to receive and facilitate the fall MID will be available soon. Email facdev@udayton.edu with any questions.

We also recognize your commitment to the success of our students. Shout out to the following departments for having the highest levels of faculty participation in the **Student Success Network** progress surveys!

### DATES FOR THE 2019–20 PROGRESS SURVEYS ARE:

**Fall**

- **August 29, 2019**
  - PS1- NO SHOW Survey
- **September 19, 2019**
  - PS 2-
- **October 23**
  - PS 3-

**Spring**

- **January 21, 2020**
  - PS1- NO SHOW Survey
- **February 11**
  - PS 2-
- **March 18**
  - PS 3-

Questions? Email us at success@udayton.edu or visit us on the web at udayton.edu/success.

**Keep your eye out for the Student Success Datawalk 2.0 and join the conversation, which will expand to include new information related to equity and inclusion.**

**Fall 2018**

- PLW 92.30%
- EGR 74.80%
- EMST 59.70%
- MTH 59.20%
- LAN 58.30%

**Spring 2019**

- EGR 90.70%
- PLW 88.90%
- CJS 76.90%
- BIZ 70.40%
- CEE 67.70%

We worked on several new initiatives related to students as well.

The office of **Assessment and Student-Centered Analytics** was founded in summer 2018. This past year it developed and offered a variety of services focused on helping faculty, staff, and administrators make greater use of the assessment cycle as part of their individual reflective practice and group collaborative processes.

Groups across campus participated in the Student Success Datawalk, a gallery exhibit-like, facilitated experience that allowed stakeholders to explore and draw insights based on studies conducted over the last several years.

The office took a role in consultation and coordination of projects surveying students. In collaboration with the Office for Mission and Rector, a new Catholic Mission and Identity national benchmarking assessment was administered. In the coming year, look for multiple new opportunities to explore how our Catholic and Marianist charism impacts student experiences based on this exciting new data source.

Several consulting approaches were tested across campus focused on help-
The LTC Newsletter is published by the Ryan C. Harris Learning Teaching Center. 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.

The Office of Experiential Learning (OEL) led several initiatives including:

- **Experiential Learning Lab Workshops**: During labs, students reflect and make meaning of their EL experiences at UD, and use digital media to tell their story. OEL hosted monthly workshops in the LTC with students from different majors and backgrounds including Engineering students, Women's Center interns, and International & Intercultural Leadership Certificate students. In addition to group dialogue, written reflections, and videorecorded interviews, a new component of the lab was the “learning journey roadmap”—unique visual representations of students’ key learning moments and integrations among several different education experiences.

- **Experiential Learning Innovation Fund for Faculty (ELIFF)**: OEL awarded mini grants to 18 faculty who implemented EL activities in their fall and spring courses. Faculty grant recipients represented 10 different departments and a range of innovative EL projects. More than 600 students benefited from ELIFF-funded activities. ELIFF applications for Spring 2020 will open in October.

- **Experiential Learning Mini-Conference**: On April 30, the OEL hosted UD’s first EL mini-conference in the LTC. The conference featured presentations by more

CONTINUES ONTO PAGE 4
than 20 faculty and staff who are engaged in EL. Participants learned about exciting EL initiatives and explored new cross-disciplinary collaborations. Stay tuned for updates on EL Mini-Conference 2020.

- Experiential Learning Writing Retreats: In spring OEL hosted two writing retreat workshops with more than 20 faculty and staff who lead and facilitate EL programs, selected to participate by by Karen Velasquez, director of experiential learning. The group is working to create an edited book collection about EL initiatives at UD. OEL will host additional workshops in 2019-2020 for other faculty and staff interested in EL research and scholarship. Contact Karen Velasquez at kvelasquez1@udayton.edu.

The Office of eLearning offered a mix of established and new initiatives.

- Facilitated the 8th eLearning Fellows Program for a cohort of faculty from around campus looking to build and teach a high-quality online course
- Facilitated three cohorts of the Next Thing Program where faculty learn about and implement new technology tools in their courses.
- Helped build and launch two online programs for the School of Law (LLM and Government Contracting)
- Supported 950+ faculty teaching 4900+ course sections with Isidore
- Built and launched the Progress Reports’ tool inside of Isidore, in partnership with the Office of Academic Services for Student-Athletes.
- Built and launched a new collection of Learning Apps within Isidore, adding functionality for faculty and students to improve learning in new and useful ways.

Questions about eLearning are answered through elearning@udayton.edu.

In the Office of Learning Resources, we administered tests to more than 4500 students and supported many more with learning services and accommodations (see p. 14).

The LTC continued to offer reading groups and workshops tailored to adjunct faculty and to support faculty and staff interested in sharing research or leading discussion in Campus Conversations sessions. We provided drop-in workshops both semesters for faculty to discuss diversity issues in their classrooms. We partnered with colleagues to facilitate the Learning Teaching Forum. This year will see new initiatives to support faculty, staff, students and families in the teaching and learning at the heart of UD.
STUDENT EVALUATION OF TEACHING AT 5: EXAMINING ITS FOUNDATIONS
LINDA HARTLEY, SCHOOL OF EDUCATION AND HEALTH SCIENCES; JONATHAN HESS, COLLEGE OF ARTS AND SCIENCES; KURT JACKSON, PHYSICAL THERAPY

Because the majority of faculty have been hired since our current Student Evaluation of Teaching (SET) instrument was created and implemented, this article was written to provide background information on its development. It may also serve as a reminder for the purpose and usage of SET.

Prior to 2014, the student course evaluation instrument used campus-wide was identified as outdated, not informed by best practice, inappropriate for some classes and teaching approaches, not serving both summative and formative purposes well, too long, reliant on paper/pencil vs. online, and not suited for appropriate data analysis. After two years of discussion in the academic senate, the senate approved a recommendation to revise the student course evaluation instrument (DOC 2012-03). The SET committee was formed and regularly met for 1.5 years.

The SET committee procedures included an extensive review of literature (research, best practice, other institutions’ processes and SET instruments); multiple reports and updates to the provost and academic senate with discussion and feedback; instrument item testing and analyses; three semesters of pilot testing; collecting feedback from chairs, students, faculty; forums for SET discussion and feedback (chairs’ collaborative, Faculty Exchange Series, faculty open forum); consulting with two nationally recognized SET experts and their extensive reports; and exploring in-house and external vendors for online SET delivery.

When developing the specific items used in the new SET, we considered a number of factors. First, we selected items informed by the literature that have consistently shown to be associated with teaching effectiveness and learning, which includes 1) teacher preparation and organization; 2) the learning environment; 3) the student-teacher relationship; and 4) learner outcomes. We initially came up with 19 items to assess these four key areas with the hope that this could be cut to six-10 core SET items following pilot testing.

Pilot testing was conducted during three different semesters with diverse courses and programs from across the university. A variety of factor analysis methods were then used to minimize redundancy of the items which led to the current eight core items. Once these eight items were selected, we used both initial and later pilot tests to check items for bias with certain known variables such as: class size, percentage of students completing evaluations, course level, date evaluation was submitted, students’ class year, students’ interest in the course, students’ current GPA, students’ anticipated grade in the class, sex of the student and instructor, and the course’s academic unit. None of these potential biases was deemed a significant influence following the analysis.

In conjunction with the development of the SET, online resources were also created that align with the key elements of effective teaching that can be used by faculty for formative purposes. There is

CONTINUES ONTO PAGE 6
also online guidance and recommendations for faculty and chairs of how SET data should be used most appropriately for summative purposes as one of the multiple measures of teaching.

The final report and recommendations were made to the academic senate in September 2013, with the proposal for the new instrument (DOC 2014-02) receiving senate approval. The first campus-wide use of the new instrument began in Fall 2014.

2012–13 SET Committee:
LINDA HARTLEY, ECAS member, AS-FAC Chair; Faculty, Department of Music
JONATHAN HESS, Former Academic Senate president, Department Chair, Communication
KURT JACKSON, Faculty, Department of Physical Therapy
STEVE WILHOIT, Faculty, Department of English; Associate Director, LTC
DAVID WRIGHT, Faculty, Department of Biology; Associate Director, LTC
JESSE GREWAL, Student Government Association representative

SET Fun Facts

1. 107,186 surveys were issued to UD students during the 2018-19 academic year.
2. The same SET survey instrument is used for all academic programs.
3. Response rates are highest when surveys are conducted in the classroom.
4. For one semester students submitted the equivalent amount of written responses to 18 copies of War and Peace.

SET Tips from the Authors

1. I have had high student response rates when I include a specific day/time on my syllabus for all students to complete the SET in class.
2. I share with students how I use my SET responses to improve my future courses, and thank them for their contributions.
3. I let students know at the beginning of the course about the revisions I have made in the syllabus that have been based upon previous student SET feedback.
4. We are fortunate to have resources in the LTC that directly connect with student responses in SET.

Fall (SET) dates

Student Evaluation of Teaching (SET) will be available online for students to complete November 22 – December 5.

Results will be available to faculty December 20. SET with Friends, a confidential space to discuss student feedback, will be held in January. For questions about SET, contact set@udayton.edu.
WHO’S NEW IN THE LTC

Two colleagues, both in eLearning, have joined us in the LTC. We hope you’ll stop by to meet them.

Joe Kozar started in January as a java developer, specifically part of the Isidore development team. He has a bachelor’s degree in management information systems from Ohio State and has worked in both IT support and as a COBOL developer. He also has worked in IT support with YMCA of the USA in Chicago and Reynolds & Reynolds locally, and he provided software development for Reynolds & Reynolds. Outside of work, he is involved in various Catholic young-adult ministries around the city and enjoys playing, writing, and writing about music.

Katie Reynolds, eLearning support specialist, provides support to faculty and students on the building and use of course sites in Isidore. Katie has served as an administrator and teacher in public and private schools in virtual and brick-and-mortar settings. She holds an Educational Specialist degree in educational leadership from Liberty University and a Master’s of Education in instructional design/technology from the University of Virginia. She studied chemistry at Washington and Lee University for her undergraduate degree and is currently a doctoral candidate in education leadership. In her down time, Katie loves cooking, hiking, tennis, and hanging out with her husband and four kids.

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.
TWELVE TIPS FOR SUCCESS IN THE NEW ACADEMIC YEAR

Each May, faculty gather at the Faculty Meeting to celebrate the culmination of another academic year, learn about upcoming campus initiatives, and celebrate the accomplishments of their colleagues. This year’s faculty awards were presented to four distinguished faculty members: Dennis Doyle (Religious Studies) received the Faculty Award for Scholarship, Kurt Jackson (Physical Therapy) received the Faculty Award for Teaching, and co-recipients Rochonda Nenonene (Teacher Education) and Sharon Gratto (Music) received the inaugural University Award for Faculty Service. The teaching and scholarship awards are sponsored by the Alumni Association, and the service award is sponsored by the Office of the Provost.

These award recipients have a combined 68 years of UD experience among them. Below they share 12 tips for new faculty.

To read more about our 2019 Faculty Award recipients, please visit the LTC website at www.udayton.edu/ltc. Cheers to a productive and successful academic year ahead!

1. Take UD’s Marianist heritage seriously and try to be a good campus citizen.

2. Show up for things you don’t have to and try to have conversations with faculty, staff, and students from a wide range of backgrounds and disciplines.

3. Strive for excellence in research and publication without becoming a lone wolf.

—Dennis Doyle

4. Be sure to network on campus and utilize on-campus resources.

5. Develop partnerships with colleagues. It’s important to have a good support network and encouragement as you work on your research and scholarship.

6. Try to align your service, scholarship and teaching by pursuing things that work in tandem and line up with campus initiatives in a mutually beneficial way.

—Rochonda Nenonene
7 Really focus on the basics like being organized, providing clear instructions and expectations for your class and assignments.

8 When in doubt, less is more. Ask yourself what the students really need to know and focus on key concepts.

9 Ask for help and take advantage of the incredible teaching resources at the LTC, and programs like the Teaching and eLearning Fellows.

—KURT JACKSON

10 Be sure to have an internal (department) and external mentor and to meet the people as often as possible. Department chairs should help with both internal and external mentor assignments/arrangements. Of course, informal mentoring is also helpful.

11 Don’t let your new position consume your life. Find some time to exercise, sleep, be with your family and friends, and eat decent meals.

12 Just as we tell our students to ‘read the syllabus,’ be certain to read your course evaluations every semester. There are usually three kinds of comments: the positive ones, the ones with helpful suggestions, and those that may be mean-spirited and should be ignored. SET evaluations usually reach faculty just before Christmas break, and when you receive them, a quiet corner with a nice glass of your favorite beverage might make the reading more palatable.

—SHARON GRATTO
FALL 2019 READING GROUPS

GROUP ONE
The Craft of University Teaching
By Peter Lindsay
FACILITATED BY BETH HARRISON, LTC/OLR
Mondays 2:30–3:30 p.m.
September 16, 23, 30 and October 14, 21, 28
Thursdays 3:30–4:30 p.m.
September 19, 26 and October 3, 17, 24, 31

Explore the craft of teaching with colleagues from around the university! Lindsay’s book “is a perfect antidote to the transactional view of education so prevalent today, providing us with a rare account of relational teaching while suggesting useful, practical strategies for how to build meaningful connections with students.” (back cover) Past semesters’ book discussions have been free-flowing and lively as well as informative, so why not carve a little time out of your day to talk about teaching?

Sign up for the Monday or the Thursday group to meet weekly for six weeks in September and October. All meetings will be in Meeting Space (Room 028) in the LTC.

GROUP TWO
Cheating Lessons
By James M. Lang
FACILITATED BY SUSAN BROWN, LTC
Wednesdays 5:45 – 6:45 p.m.
September 25 and October 2, 23, 30

“Nearly three-quarters of college students cheat during their undergraduate careers, a startling number attributed variously to the laziness of today’s students, their lack of a moral compass, or the demands of a hypercompetitive society. For James Lang, cultural or sociological explanations like these are red herrings. His provocative new research indicates that students often cheat because their learning environments give them ample incentives to try—and that strategies which make cheating less worthwhile also improve student learning. Cheating Lessons is a practical guide to tackling academic dishonesty at its roots..” (book jacket)

All sessions will meet 5:45-6:45 pm Wednesdays in LTC Meeting Space (028). Light refreshments will be provided, and participants are free to bring food with them.

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.
WHAT IS THE ACCOMMODATION “MODIFIED ATTENDANCE”? 

The Office of Civil Rights (OCR) has provided guidance to several schools regarding attendance-related accommodations. Historically, the Office of Learning Resources included this accommodation on the accommodation letter; however, the final implementation decision was between the student and their faculty. OCR has made it clear that disability professionals (i.e. OLR disability staff) must be involved in the consultation with faculty for the implementation of this accommodation. Given this feedback, OLR initiated some changes in Spring 2019:

1. Terminology change: The term used for this accommodation changed from Lenient Attendance to Modified Attendance. This language more accurately represents the accommodation.

2. Faculty Outreach: OLR reached out to 174 individual faculty members and created 62 drafts of modified attendance agreements. While we are happy with the drafts created, we know we have a lot of work ahead of us.

During the meeting with the faculty member, OLR discusses the course design and expectations. Understanding these two important factors helps to determine when a modification is appropriate and when the modification is NOT appropriate. We also work with the faculty to determine how to implement this accommodation in their class including student absence communication, the impact on class attendance and participation, lab and group work impact, attendance points, and exams/quizzes.

OLR continues to strive for inclusive design in our academic classes. While this may create the need for fewer accommodations, it may not remove the need for all accommodations. OLR is committed to working with faculty on both inclusive design and accommodations.

Faculty who wish to consider development of a modified attendance agreement now are welcome to contact the OLR and schedule a meeting with one of our disability staff members.

If you have a student in your class with a modified attendance accommodation, OLR will reach out to you for further discussion and creation of the modified attendance agreement. If you already have the modified attendance agreement, we will follow up to ensure you have not made major changes to the course design, as changes could impact this agreement.

Contact the OLR at 229-2066.

A QUICK LOOK AT TESTING NUMBERS FROM THE OFFICE OF LEARNING RESOURCES TESTING CENTER

Number of exams administered through the Testing Center in 2018–19 compared to the two previous years:

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER TESTS</th>
<th>FINAL EXAMS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016–17</td>
<td>1921</td>
<td>907</td>
<td>2828</td>
</tr>
<tr>
<td>2017–18</td>
<td>2650</td>
<td>1089</td>
<td>3739</td>
</tr>
<tr>
<td>2018–19</td>
<td>3293</td>
<td>1292</td>
<td>4585</td>
</tr>
</tbody>
</table>

As you can see, the number of exams given with accommodations through OLR’s Testing Center continues to grow. This makes it all the more important for faculty to use AIM, our data management system, to make the testing accommodation process manageable for all. Check out the faculty portal in AIM at <go.udayton.edu/AIMfac>. Or go to our website for FAQs at go.udayton.edu/disability: Alternative Testing: Testing Info for Faculty. Or just give us a call at 229-2066.
HELP, A STUDENT WANTS TO BRING AN ANIMAL TO MY CLASS!

UD is in the process of developing an “Animals on Campus” policy to provide guidance regarding animals that may be on campus. While this policy applies to all animals on campus, the Office of Learning Resources works with students who bring an animal in connection with a disability or medical condition or who request an animal as an accommodation.

STUDENT ANIMALS

SERVICE ANIMALS

The Americans with Disabilities Act (ADA) defines a service animal as “any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability....” The regulations specifically provide that “... [O]ther species of animals, whether wild or domestic, trained or untrained, are not service animals....”

If a student seeks to bring a service animal to campus, OLR requests they register the animal as an accommodation. However, this is not mandatory when the service performed is clearly apparent (e.g. what has been known as a “seeing-eye dog” that works with an individual who is visually impaired).

Service animals may go anywhere the student goes with only a few exceptions related to safety. For example, if a lab follows cleanroom protocols, the animal would also have to follow these protocols, which might not be viable. In this case, the instructor, student, and OLR would need to discuss alternatives.

EMOTIONAL SUPPORT ANIMALS (ESA)

Emotional support animals provide comfort to the owner just by being present and are not trained to perform specific tasks related to a disability or medical condition. The Fair Housing Act governs ESAs and puts restrictions on where ESAs are allowed that are more specific than those for service animals: ESAs are limited to the handler’s room or common spaces within the handler’s place of residence. ESAs are not permitted in other campus buildings unless specifically noted in an accommodation letter.

SERVICE DOGS-IN-TRAINING (SDIT)

Ohio recognizes Service Dogs-in-Training (SDIT) as service animals. UD works with 4Paws for Ability out of Xenia to help prepare young dogs to be service animals and allows a limited number of 4Paws dogs on campus each semester. UD allows these SDIT the same rights as a fully-trained service animal. You can always tell a 4Paws dog as they wear a vest with the 4Paws logo (currently these are red, green, or purple).

PETS

UD does not permit pets in academic or residential environments.

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HOW TO ADDRESS REQUESTS TO BRING AN ANIMAL TO CLASS

• SERVICE ANIMAL: Students are not required to seek approval to bring a service animal to class.

• SERVICE DOGS-IN-TRAINING: As a courtesy, the 4Paws Handler should seek permission to bring the animal to class. OLR would request approval of class attendance for a Service Animal in Training unless there are safety concerns.

• EMOTIONAL SUPPORT ANIMALS: These animals can only come to class if approved as a classroom accommodation (such accommodations are rare).

If a student provides an accommodation letter that identifies the animal (meaning it is approved as an accommodation) AND there are no safety concerns, the student can bring the animal to class. If there are safety concerns, please discuss this with the student and OLR as needed.

If the student does not provide an accommodation letter that identifies the animal, you should ask two questions: “Is this a service animal for a disability?” and “Has the animal been trained to perform a specific task related to your disability?” If the student answers “no” to either question, then the animal is NOT permitted in the classroom. At this point, refer the student to OLR.

WHAT ABOUT ALLERGIES AND FEARS?
Allergies and fear of dogs are not valid reasons for denying access to people using service animals. In many cases, an allergy or fear does not rise to the level of being a disability in and of itself; however, OLR will evaluate each person’s circumstances in order to evaluate the level of disability involvement. Regardless of disability or not, OLR will work with the individuals involved to find a workable solution. For example, when a person who is allergic to dog dander or fearful of dogs and a person who uses a service animal must spend time in the same room or facility, such as a classroom, we try to meet all needs by having the students sit on different sides of the room. If the allergy or fear is extreme and being on different sides of the room is not enough, OLR will work with both students individually to identify a better solution.

HOW TO DEAL WITH ANIMAL DISRUPTIONS
All animals are to be well-behaved. They should focus on their handler and be under the control of the handler at all times. A dog should remain quietly by their handler’s side or lay quietly under the table or beside their handler’s chair without getting up or moving around excessively. Changing positions is fine; responding to or engaging with distractions or wandering off is not.

While we hope the dog will remain quiet, the dog could make sounds if they need to perform a task. There should be NO other vocalization, including, but not limited to, whining, grumbling, wooing, barking, growling, whimpering or other noise.

If the dog disrupts class outside of performing tasks, you should reach out to the student and OLR to determine next steps for resolving the issue. Contact OLR at 229-2066.
CAP HAPPENINGS

The CAP Office, working in conjunction with the CAP committee (CAPC), CAP leadership team (CAPL) and other supporting committees and deans’ offices, will be working on several major initiatives over the course of the 2019-20 academic year:

Four-Year Review of CAP Courses

• To promote student learning, all CAP-approved courses are required to undergo a periodic review process. The 2019–20 academic year marks the fourth cycle of this review, enabling faculty members and departments to reflect on course learning objectives and take advantage of opportunities for innovation to enhance student learning. Simply put, the 4-Year Review process asks: Is the course being delivered as proposed for CAP? Are students learning? How is that learning discerned? And, what changes might be made as a result?

• At this point, all undergraduate academic units and nearly all departments and programs with CAP courses have had at least one course go through the 4-Year Review process. Once this year’s cycle, which includes 174 courses being reviewed for the first time, is completed, over 60% of the 475 CAP-approved courses will have been reviewed. The first chart below depicts the breakdown by year.

• The second chart below depicts the breakdown between four-year and two-year reapprovals for the first three cycles. Two-year reapproval 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 reapproval 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 committee (CAPC) and CAP Office were pleased with the level of assessment efforts in the most recent cycle, reflected in the majority of the 93 courses reviewed receiving four-year reapproval.

• All CAP-approved courses are required to engage in routine assessment for student learning, even if the course is not part of the upcoming review cycle.

• 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 4-Year Review process are available on the CAP website: www.udayton.edu/provost/cap/4-year-course-review.php.

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CAP Course Improvement and Innovation Grants: Post Four-Year Review

- Courses that have completed the 4-Year Review process in the first three cycles are eligible to apply for a CAP Course Improvement and Innovation Grant. This grant program, offered for the first time in fall 2018, is managed by the CAP leadership team (CAPL) and is supported by the Provost’s Office, Ryan C. Harris Learning Teaching Center, and the CAP Office.

- 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 4-Year Review process. Applications must articulate a clear plan for course improvement connected to assessment for student learning. 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.

- Seven grants were awarded last year during the first round of this grant program.

CAP Resources

- The CAPL has concentrated its efforts the past two years on developing resources to promote understanding of and participation in CAP. For example, the team developed talking points for advising conversations around “Why CAP?” and “Why so much CAP?” that are distributed each semester before the registration period. The latest resource, shown below, is a comparison of two Crossing Boundaries areas: Inquiry and Integrative.

CAP Programming

- The CAP Office will continue to offer a variety of programming during the fall semester, such as the following:
  - CAP 101: Opportunity to learn more about CAP and get questions answered.
  - CAP with Friends: Mix of semi-structured and unstructured opportunities for faculty to think about CAP course design/redesign, as well as the 4-Year Review process, and to connect with colleagues who are in similar stages.

- Details will be provided via email and Porches announcements and will also be available on the CAP website at www.udayton.edu/provost/cap/events.php.
Isidore Celebrates 10 Years

“PHL240 will meet on Tuesday, September 1—at 8am. We will see you in the LTC Studio. FYI, the Blend opens at 8am.”

This was one of the first messages sent through Isidore during the fall 2009 semester. The date was August 26, 2009.

Back then email announcements would have been read in Lotus Notes, not in UD Gmail. Students registered via WebAdvisor, not within Porches or Banner. The LTC Studio existed at the time, but you could never tell it was the same classroom that it is today, and the library they walked through to get to class surely wasn’t nearly as eye-catching or functional as it is now.

It is a testament to our dynamic campus that so much has changed in the past 10 years—and that includes Isidore. While Isidore’s name and core functionality has been consistent since 18 “pioneer” faculty members piloted their courses in 2008, the system is almost unrecognizable now, as it has blossomed into a robust and feature-rich learning tool.

As the previous learning management system, WebCT, was reaching its end of life in 2006, a panel of faculty and administrators was tasked with finding a replacement and unanimously and strategically selected Sakai out of a wide pool due to its “community-minded design approach.” Similarly, the panel connected the new learning platform to UD’s mission and Catholic heritage by aptly naming it “Isidore,” after St. Isidore of Seville—a teacher and author known for his breadth of knowledge, service and compassion.

Since 2009 Isidore has transformed from something no one could even pronounce* to a nearly ubiquitous fixture. Today 85% of faculty use Isidore every semester to support more than 2,200 course sections.

With a “community-minded design approach,” the staff of eLearning has always taken a stance of actively soliciting feedback from users to advance the functionality of the product. Throughout the 10 years, faculty and students have requested 898 features or improvements (OK, fine, some of those 898 are bugs, too), many of which have been implemented in Isidore over 218 software releases. For example, feedback from a student focus group led us to develop the “24 hour reminder” email notification that is sent 24 hours before an assignment is due - a feature that saved more than a few students from being docked points for turning in work late. Faculty members asked for the Attendance tool to easily incorporate attendance into their grades and provide transparency about how attendance is tracked. Most recently, we have added a suite of learning apps ranging from interactive video quizzes to “Rudy Flyer” emojis students can use to communicate their confidence or feelings about the course content.

Because Isidore is open-source, we share innovations with the many Sakai schools worldwide like Duke, Notre Dame, and NYU. We are always looking to do what’s next. Please don’t hesitate to add your voice to Isidore’s next 10 years - contact the Office of eLearning at elearning@udayton.edu or 937-229-5039.

*If you still can’t pronounce it, don’t worry—it’s a tough one. We say “is-a-door.”
Each year brings a new crop of students to our classrooms with their own unique dynamics and engagement levels. The new school year in general brings about opportunities and challenges for us all. No matter how many years you’ve been teaching, each classroom offers these opportunities and challenges, some easier to navigate than others.

This year, the Office of Community Standards and Civility (CS&C), offers its support and assistance in a new way to our faculty colleagues. Community Standards & Civility administers the Codes of Conduct. Our primary focus is on helping students learn from the consequences of their actions and become a positive influence within the University of Dayton community and beyond. This learning can take place in a variety of ways, one which brings the community impact into the decision. CS&C has begun incorporating and expanding its use of Restorative Justice practices into the everyday conduct matters facing our community.

For those unfamiliar with the concept of Restorative Justice (RJ), it’s a collaborative decision-making process that includes victims, offenders, and others who are seeking to hold offenders accountable by having them accept and acknowledge responsibility for their actions; to the best of their ability, repair the harm they caused to victims and communities; work to reduce the risk of re-offense by building positive social ties to the community. There are four key tenets of Restorative Justice.

1. Active Accountability: RJ makes accountability active as offender takes responsibility and makes amends.

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2 Inclusive Decision Making: RJ places decision making in the hands of the people who care most.
3 Repairing Harm: RJ focuses on reparation and healing to bring harmed parties up rather than drag the offender down.
4 Rebuilding Trust: RJ rebuilds relationships so that offenders can be trusted again and harmed parties can feel safe again.

With these tenets in mind, CS&C has begun engaging and offering the community Story Circles and Conferencing to help navigate classroom disputes, roommate conflicts, and wider community concerns. We offer faculty the opportunity to engage with our office to discuss classroom concerns or issues that may arise throughout the school year as well as the opportunity to take part in a Story Circle. We will work with you in conjunction with our Dean of Students Office to discuss issues and concerns and best options moving forward. In spring Community Standards & Civility will offer a session through the Inclusive Excellence Academy within the Office of Diversity and Inclusion where you can learn more about RJ, its use at UD, and how RJ can positively impact your classroom and the larger UD community.

We welcome your inquiries at csc@udayton.edu, 937-229-4627, or by contacting Jessica Hoelting, Assistant Director & Coordinator of Restorative Practices at jhoelting1@udayton.edu. We wish you the best for this new academic year!

CALLING ALL ADJUNCTS

Our fall Adjunct Faculty Workshop will be Saturday, September 14. We’ll offer morning and afternoon sessions on topics you’ve identified. More details will be in the bi-monthly LTC emails (if you’re not receiving emails and wish to, contact Susan Brown at sbrown4@udayton.edu).

Adjunct colleagues have told us they’re interested in ways to promote academic integrity, so we’re holding an evening reading group on James Lang’s Cheating Lessons. We’ll meet 5:45–6:45 pm on four Wednesdays this fall. Check out the LTC web page (https://udayton.edu/ltcdevelopment/current_events/index.php) or email facdev@udayton.edu for more information or to register.

REMEMBERING WILBERT MCKEACHIE

Wilbert (Bill) McKeachie passed away on June 12 at the age of 97. McKeachie was a graduate of and a faculty member at the University of Michigan, and was a renowned teacher-scholar in the field of psychology. He had served as president of the American Psychological Association. His name should be familiar to many UD faculty. McKeachie was the initial author in 1951, and subsequently the editor of the popular book, “McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers.” The book, now in its 14th edition, was used for readings in our Teaching Fellows program. So somewhere on your bookshelf, you may find a copy of McKeachie’s Teaching Tips. Take a moment to peruse the book and indulge yourself in the magical act of one teacher helping another. Thank you, Bill.
STUDENT CASE MANAGEMENT SERVICES & YOU

Over the last decade, mental health and holistic wellness for college students has emerged as an expanding need nationwide. As campus counseling centers worked to address this, a need emerged for support outside of traditional clinical counseling roles. Case management services were created to help reduce the strain on counseling centers and to provide support for faculty and staff to increase proactive response to campus population concerns.

As our campus population grows, so must the University’s response to address student needs. Students are more aware of their own needs for support than ever before, and with that comes an increased demand on faculty and staff to be available to play their part in that support role. While many students advocate well for themselves and their needs, there remains a portion of students that may not know how to reach out when feeling overwhelmed. This is where faculty and staff play a key role in identifying students who need assistance and can provide early intervention. The Dean of Students Office can offer support to faculty and staff to have these conversations to promote persistence to graduation. Our office is happy to consult with you regarding any intervention or resources available for students that have been identified as needing stronger resource support in any capacity.

Case management services can provide students with additional resources for identified needs to aid in the reduction of their ongoing life stressors and concerns. Case management services include:

• Helping students become aware of campus support resources and become confident in their ability to use them and advocate for themselves
• Supporting students to navigate systems independently or with limited assistance
• Providing linkage and support in ensuring that students continue to follow up with resources as needed to address ongoing concerns
• Helping students gain insight into their behavioral impact and make decisions consistent with personal values
• Encouraging students to develop resiliency and gain insight into the value of their individual well-being
• Assisting students to identify and develop healthy coping skills to address ongoing or future concerns

What can you do?

Warning signs to look for students who are struggling:

• Poor academic performance
• Intermittent class attendance
• Drastic change in class participation or behavior
• Emotional or disruptive behavior

As faculty and staff, you are the first line of response and have the most direct contact with our students. If you have identified someone in your classes as potentially needing additional support, here are some tips for intervention:

• **Approach the student.**
  
  Sometimes, the conversation to aid in establishing the first step in helping can be a result of approaching a student after class or during an appointment. Those initial words of “Are things OK?” may be intimidating but can often be just what someone struggling needs to hear to know someone is ready to help.

• **Discuss your concerns with your department chair or director.**
  
  Consult with your department chair or director about your concerns. Have other faculty or staff noticed the same concerns?

• **Refer them to the Dean of Students Office.**
  
  Whether as a result of a conversation or outside of the classroom observation, feel free to reach out to our staff and indicate your concern about a student. Our goal is for everyone to feel supported, including the faculty or staff who are

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observing potential students at risk, and we recognize that sometimes initial contact with students outside of the traditional roles of the classroom may be awkward or uncomfortable. We can coach you to have these difficult conversations. You can make the referral independently, or jointly with the student as another option for support.

Even if your concerns do not meet traditional criteria for initiating concern, please feel free to reach out and consult with a staff member in the Dean of Students Office and allow us to help you through the referral process. Conversation regarding expanding our staff and faculty knowledge is always welcome, and even if your concerns do not result in a formal referral, we can provide information, resources, and materials to help continue to further develop your ability to identify and assess students of concern in your roles on campus.

**FERPA and student interaction**

If you are concerned that contacting the Dean of Students Office may represent a violation of FERPA and its protections against improper disclosure of personal identification materials, there are exceptions made for the disclosure of materials within the FERPA guidelines that cover reports made.

Exceptions to reporting protocols include, but are not limited to:

- Postsecondary institutions may also disclose personally identifiable information from education records, without consent, to appropriate parties, including parents of an eligible student, in connection with a health or safety emergency. Under this provision, colleges and universities may notify parents when there is a health or safety emergency involving their son or daughter, even if the parents do not claim the student as a dependent.

- One of the exceptions to the prior written consent requirement in FERPA allows “school officials,” including teachers, within a school to obtain access to personally identifiable information contained in education records provided the school has determined that they have “legitimate educational interest” in the information. Although the term “school official” is not defined in the statute or regulations, this Office generally interprets the term to include parties such as: professors; instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and a contractor, volunteer or other party to whom the school has outsourced institutional services or functions.

In case of concern about a student, please contact our office (229-1212) and provide information regarding your concerns for our pursuit and follow up. Even a small bit of information about your concerns can help us provide response and support for both you and the student in question.

Together, we can all aid in developing a support structure that promotes both academic and personal success for our students!
The Equity Compliance Office (ECO) at the University of Dayton was founded in 2014, and we continue to grow as the needs for our campus community grow. Although many refer to the Equity Compliance Office as “Title IX,” the office works with more than just Title IX of the Education Amendments of 1972. ECO oversees the University’s Nondiscrimination and Anti-Harassment Policy and its related procedures. This includes conducting trainings for the campus community, supporting impacted parties, and investigating reported violations. We are staffed by the Title IX/504 coordinator and equity compliance officer, Kimberly Bakota; our full-time investigator, Tanya Pinkelton; our support specialist, Tracy Ross; and our case manager, Jordyn Baker. We are also thankful for the hard work of our 30 volunteer investigators across campus.

Although it can sometimes seem as though ECO only conducts investigations, our interactions with the campus community are vast and diverse. As the case manager for ECO, I see the individual impact our work has on students, faculty, and staff. Working with our office can feel intimidating and scary when you are unsure of how things might go, but my hope is that individuals can learn something new about campus support systems, embrace a new facet of the Marianist charism, or take the vantage point of another community member. Our work is nuanced and not as cut and dry as some might want it to be, but the nuance allows us the opportunity to support all individuals working with our office.

The university environment grows and changes as quickly as the population we serve. Therefore, as educators, we must learn and grow as well. Often ECO consults with students, faculty, and staff on how to adjust curricular and co-curricular learning experiences to be inclusive of our growing population of students, each of whom brings their own ideas, experiences, and beliefs. The proactive part of ECO’s work is consulting with a variety of populations to create inclusive learning and working environments. This includes diversifying the reading material in the classroom, understanding how our implicit biases impact the way we teach and lead, addressing uncomfortable or offensive work environments, and supporting students as mandatory reporters.

Mandatory reporting is essential to keeping our campus safe and supporting those in need. The ability to accurately and empathetically communicate your status as a mandatory reporter is essential for supporting survivors. By effectively communicating your need to report, you are letting students know that you believe them, care for them, and want them to find the support that works best for them on campus. After a report, ECO sends outreach to the impacted party that outlines resources and invites individuals to hear more about the campus process, before deciding what next steps will be best for their healing. It is our hope that we are able to empower survivors to make the choices that are best for them and their healing as well as allow them to be successful students.
WHAT CAN YOU DO TO SUPPORT THE EQUITY COMPLIANCE OFFICE?

You can support the efforts of the Equity Compliance Office in many ways.

1. Add a statement to your syllabus outlining your responsibility as a mandatory reporter. For example, Kristen Keen, assistant dean of students for education, support, and student empowerment, includes this statement in her syllabus:

   Title IX of the Education Amendment Act of 1972 states that “no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” I am committed to the spirit of this legislation. I believe that everyone, of all gender identities, deserves to be treated with fairness and respect. If you have experienced any act of gender-based personal violence (including sexual assault, intimate partner violence, sexual harassment, or stalking), I am here to support you in any way that I can, including providing you resources and information on how you can report, if you choose to do so. As your instructor, I am also a mandated reporter. This means that if you disclose to me a name of someone who has harassed you or another student at UD, or if you share that you have experienced power based personal violence at UD, I may be required to share this with our Title IX Coordinator. This is not to get you in trouble or to discourage you from genuinely reflecting throughout our semester. This is solely to protect you and other students at UD, and to be sure that you have all the resources you need to heal. If you have any questions or concerns about Title IX, please feel free to contact me or Kimberly Bakota (UD’s Title IX Coordinator) at kbakota1@udayton.edu or by calling 937.229.3622. If you are interested in speaking with someone confidentially, please contact the Counseling Center (937.229.3141), Campus Ministry (937.229.3339), or the Health Center (937.229.3131).

2. Attend or plan a training for your colleagues that helps inform a more inclusive environment. The Office of Diversity and Inclusion as well as the Equity Compliance Office offer a variety of trainings. We recommend reaching out to each office to inquire about trainings that might be applicable to your needs.

   a. After a training, discuss with colleagues how the information can be applied to your work and how you will hold each other accountable to create a more inclusive campus environment.

3. Consult with the Equity Compliance Office when you have a question or a situation arises that you are unsure how to handle. You can call us (937.229.3622) or submit a report online and ask for someone to call. Individuals are encouraged to come to our office in 300 St. Mary’s Hall.

4. Be open to hearing the experiences of your students and colleagues. Our identities, beliefs, and experiences will impact our experiences on campus and having an open mind to different experiences allows us to create openness and support for underrepresented populations, survivors of sexual misconduct, and individuals enacting change.

   If you would like to know more about what you can do to create a learning environment free of harassment and discrimination, call the Equity Compliance Office at 937-229-3622 or email Jordyn Baker, jbak@udayton.edu. You can submit a report online by clicking “Nondiscrimination” at the bottom of every UD webpage. To address harassment and discrimination in our community, we must collaborate, learn, and grow.
SAVE THE DATES:
Encourage your students to attend the Fall 2019 Career and Internship Fair to kick-start their professional career! This event is open to all students and alumni who are looking for internships, co-ops, or full-time careers. Employers will be seeking candidates from a variety of majors. Review the attending organizations on Handshake or reach out to careerservices@udayton.edu for more information.

What better way for students and alumni to start preparing for the Fall 2019 Career and Internship Fair than by updating their professional wardrobes? Career Services invites you to share this event with any UD student or alumni. Thanks to our partnership with JCPenney, Flyers can find everything they need for their next professional look at a discounted price.

Review the flyer below for event details.

Career Services’ Updates

Career Champions Program
Career Services is launching a new initiative with the goal of developing a community of career-minded staff and faculty on campus. Anticipated outcomes of this program are:

• sharing best practices related to career education
• enhancing existing skills and tools for career development and employability
• learning the pathways for making effective referrals to career and campus resources

We welcome your participation in the following Fall Lunch and Learn Sessions.

• Finding the Missing Piece: The Skill Identification Puzzle - October 16, 2019 12:15-1:15 PM (LTC Forum)
• Personal Branding: How to Help Students Market Themselves - November 12, 2019 12:30-1:30 PM (KU 222)

Email careerservices@udayton.edu to be added to the email list and receive updates about upcoming opportunities and the Spring 2020 Training.
I first heard about IACT when I was a freshman. What initially piqued my interest was the erosion of traditional academic disciplines. As someone who did not feel completely at home in my discipline at the time, I was drawn to this concept. Though it took me two years before I enrolled in my first IACT course, this discovery prompted my decision to question my major and frame my education towards a person I wanted to become rather than a discipline I would try to fit in.

What I loved about my first IACT courses (ACT I and II) was the idea that I would be encouraged to work with people from diverse backgrounds in order to solve a common problem. In today’s professional world, it is imperative to be able to seek out others and utilize their expertise. No sole professional has everything needed to have impact on human problems. IACT teaches us to break down traditional disciplinary boundaries and inspire purpose-based ideas for change. It is quite a change of pace being asked how my experiences, expertise, and dreams all influence the frame I use to view the world. Typical classroom barriers like student-teacher, content-distraction, and known-unknown quickly dissolve, freeing the mind of expectations and doubt: the results are students who are not afraid to act upon the what if.

IACT is about making important connections. In other classes, we either consult the teacher, the text, or your fellow disciplinarians. Real-world problems are not in textbooks, there are no teachers to consult, and a myriad of perspectives is necessary to solve modern problems. In reality, problems are multifaceted, diverse, and difficult. It only makes sense to teach students to consult atypical stimuli in order to implement effective solutions to problems.

At IACT we often talk about a propensity towards action. This is one of the most beneficial skills to develop today and is never mentioned in any traditional syllabus. As a humanities student, learning how to apply my talents will be at the forefront of every job prospect. IACT teaches us to be on our toes and to lean forward. What I have noticed about my cohort and I is that we love to roll up our sleeves and seek to immediately impact our work. In group projects, the IACT students are the first ones seeking to manipulate course content, stretch assignment parameters, and identify points of real-world impact.

In my own experience, my IACT mindset makes me a better student, better professional, and better human. It teaches me to take learning outcomes out of the textbook, apply them to my personal and professional problems, and actionize my empathy for other human beings. IACT helped me gain comfort in crossing disciplines, confidence in dealing with ambiguity, and contentment in the direction of my life and education.

Riley’s work can be seen in action through his certificate deliverable, Self Symposium Cards, that he created with certificate student, Rowen Gray ’19. The cards launched at local brewery, Warped Wing, in June of 2019.

For more information please contact IACT at (937) 229-5101 or reach out to our Executive Director, Brian LaDuca at bladuca1@udayton.edu.
Beginning in 2017, the University of Dayton Libraries engaged staff, faculty and students in numerous focus groups to think critically and creatively about Roesch Refresh, the renovation of the first two floors of the library. We’re ready to introduce the new spaces and services — the exciting results of intercampus collaboration.

Dialogues Zone

The Dialogue Zone is a unique inter- and trans-disciplinary curricular and co-curricular initiative that brings together faculty, staff, students and community members in a common space dedicated to the research, teaching, learning and practice of dialogue—particularly facilitated dialogue. What is dialogue? Dialogue is a process through which people with different views on particular topics can engage with each other in meaningful conversation. The goal of dialogue is not to seek agreement, but to reach mutual understanding. The physical space for the Dialogue Zone, located on the first floor of Roesch in room 107, has been designed to create a flexible, comfortable environment that is conducive to communication within a dialogue-based framework.

While the Dialogue Zone is an evolving initiative, some of the opportunities that will be offered include:

- Training for faculty, staff and students who wish to build their capacity for facilitating and participating in dialogue.
- Facilitation for specific dialogues on challenging and potentially divisive topics for those who seek greater understanding.
- Support for faculty who wish to incorporate dialogue into their courses.
- Programs that examine the potential of dialogue in promoting decision-making, peacebuilding, and reconciliation through nonviolent means.

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Opportunities for research and scholarship relating to dialogue.

Faculty, staff and students will also be able to request to use the space to develop and facilitate their own programs that use a dialogic framework. Any questions about the Dialogue Zone can be sent to dialoguezone@udayton.edu.

**Scholars’ Commons**

Another new library space is the Scholars’ Commons, room 245. The Scholars’ Commons will be a hub for advanced research and collaboration. The Scholars’ Commons is designed just for faculty and doctoral students and will provide programming for campus researchers as well as a large space for scholars to convene. Faculty and doctoral students also can reserve the Scholars’ Commons. For more information, please contact David Luftig at dluftig1@udayton.edu.

**Concourse D**

In 2017, University Libraries served as a client to the Collaboration Accelerator summer program led by UD’s Institute of Applied Creativity for Transformation (IACT). Twelve students were asked the somewhat outlandish question, “What is a library without books?” Research and transdisciplinary collaboration led them to develop an answer: Concourse D, a project development studio and collaboration space on the second floor. Students, staff and faculty can reserve a Takeoff Table, browse the project database and use the Flight Amenities supplies. For more information, contact library@udayton.edu.

The library is a busy place. More than 2,000 people pass through Roesch Library each day during the academic year to learn, search, create, teach, interact and study using its materials, technology, exhibits and programs. The renovation of Roesch Library’s first and second floors was an opportunity to think critically about collections, space, services, programs and partners. Come experience this dynamic and flexible learning environment that is a destination for the entire campus.

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**SAVE THE DATE!**

All faculty and staff are invited to participate in the 2020 Learning and Teaching Forum to be held January 7, 2020. The theme will be “Educating the Whole Person,” and the call for proposals will go out later this fall.
EXPLORING OUR INSTITUTIONAL LEARNING GOALS

Efforts are underway to help our campus community explore more deeply our Institutional Learning Goals (ILGs), which reflect what it means to be educated in the Catholic and Marianist traditions at UD. Thanks to the work of a number of groups, conversations are occurring and resources are being developed to help faculty and staff think about how to more intentionally integrate and incorporate these ILGs in our work with students. Recall that the Habits of Inquiry and Reflection (HIR) document from 2006 articulates the seven Institutional Learning Goals for our students:

- Scholarship
- Faith traditions
- Diversity
- Community
- Practical wisdom
- Critical evaluation of our times
- Vocation

Two groups, one focused on Vocation and one focused on Practical Wisdom, developed working papers to enhance our understanding of these ILGs and take stock of what is already being done on campus to help our students pursue these ILGs. These working papers can be found on the provost’s website (https://www.udayton.edu/provost/about/resources.php).

Then in 2018, a third working group was convened around the ILG of Community. That team, led by Steve Herndon (Student Development) and Kelly Johnson (Religious Studies), completed its working paper, which is now available on the provost’s website.

All of the efforts to explore three of our ILGs more deeply have led to the creation of teams designed to help faculty, staff, and students with pursuit of these goals. The Vocation Implementation Team (VIT) is led by Steve Wilhoit (English/LTC) and Crystal Sullivan (Campus Ministry). The VIT had a busy spring term with work progressing on multiple projects funded by a Vocation Across the Academy Grant from the Network for Vocation in Undergraduate Education (NetVUE). First, 14 faculty and staff from across the curriculum and co-curriculum developed strategies for integrating a set of new vocation-related student learning outcomes into a range of First-Year Experience courses and programs in the fall. Another group developed a vocation website for the University (which will be available this fall) and produced a number of videos in which students talked about their personal vocations. This same team oversaw a mini-grant program to fund faculty and staff work on vocation across the curriculum (seven grants were awarded totaling $2,734 for the spring 2019 term). The VIT also hosted three faculty/staff retreats focusing on vocation, including one featuring Dr. Ed Hahnenberg (John Carroll University) as the keynote speaker.

Steve Bein (Philosophy) convened a group last academic year to build on the efforts of the original working group by exploring ways to implement practical wisdom in various settings. The resources compiled by this group will soon be available for the campus community.

Be on the lookout for opportunities to engage with these groups in their work in the coming semesters and, if you are interested in convening a group around one of the ILGs that remains to be explored, please reach out to Michelle Pautz, assistant provost for the Common Academic Program (CAP), at mpautz1@udayton.edu.

The Provost’s Office appreciates the contributions of the following individuals, past and present, to these efforts.

**VOCATION**

- Mike Bennett, Campus Ministry/Retreats and Faith Communities
- Maria Ollier Burkett, Honors Program
- Kim Conde, UDIT
- Madeleine De Beer, Chemistry/Premedical Programs
- Irene Dickey, Management and Marketing

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Jason Eckert, Career Services
Cheryl Edelmann, MIS, OM & Decision Sciences
Susan Ferguson, Center for Catholic Education
Re'Shanda Grace-Bridges, Student Development/New Student Programs
Kevin Hallinan, Mechanical and Aerospace Engineering
Andrew Henrick, Mechanical and Aerospace Engineering
Julie Huckaba, Flyer Student Services/Financial Aid
Katie Kinnucan-Welsch, Teacher Education
Suki Kwon, Art and Design
Allison Leigh, Office for Mission and Rector
Marissa McCray, Core Program
Elizabeth Montgomery, Campus Ministry/Retreats and Faith Communities
Steven Neiheisel, formerly with Political Science
Judy Owen, Learning Teaching Center/Common Academic Program
Molly Schaller, formerly with Counselor Education and Human Services
Christina Smith, Student Development/Housing and Residence Life
Crystal Sullivan, Campus Ministry
Karen Velasquez, Learning Teaching Center/Experiential Learning
Cari Wallace, Student Development
Michael (Sievers) Wheeler, formerly with Career Services
Steve Wilhoit, English and Learning Teaching Center/Faculty Career Enhancement
Amy Vukcevic Williams, Advancement/Alumni Relations
Sr. Angela Ann Zukowski, Religious Studies and Institute for Pastoral Initiatives

PRACTICAL WISDOM
Steve Bein, Philosophy
Jana Bennett, Religious Studies
Kelly Bohrer, School of Engineering/Community Relations
Susan Brown, Learning Teaching Center/Faculty Development and Communication
Riley Dugan, Management and Marketing
Br. Ray Fitz, S.M., Fitz Center for Leadership Community
Sandy Furterer, Engineering Management, Systems, and Technology
Martha Hurley, Criminal Justice Studies
Justin Keen, Learning Teaching Center/Assessment and Student Centered Analytics
Samantha Kennedy, Campus Ministry/Center for Social Concern
Drew Murray, Mechanical and Aerospace Engineering
Danielle Page, Student Development/Housing and Residence Life
Haozhou Pu, Health and Sport Science
Lisa Rismiller, Officer of the President
Mary Kate Sableski, Teacher Education
Christine Schramm, Student Development
Yvonne Sun, Biology
Karen Velasquez, Learning Teaching Center/Experiential Learning
Versalle Washington, Dean's Office, College of Arts and Sciences and History
Tom Whitney, Civil and Environmental Engineering and Engineering Mechanics
David Wright, Biology, Learning Teaching Center/Academic Technology and Curriculum Innovation, and UDit

COMMUNITY
Kim Bigelow,

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Mechanical and Aerospace Engineering
Una Cadegan, History
Diana Cuy Castellanos, Health and Sport Science
Alan Demmitt, Counselor Education and Human Services
Christopher Fishpaw, Student Development/Center for Student Involvement
Hunter Phillips Goodman, Fitz Center for Leadership in Community
Daria Graham, Student Development/Office of Multicultural Affairs
Sangita Gosalia, Center for International Programs/Campus Engagement
Steve Herndon, Student Development/Housing and Residence Life
Kelly Johnson, Religious Studies
Joseph Krella, School of Business Administration
Chad Painter, Communication
Chelse Prather, Biology
Kathy Sales, Campus Ministry
Kellie Schneider, Engineering Management, Systems, and Technology
Castel Sweet, Fitz Center for Leadership in Community
Bill Trollinger, History, Religious Studies, and Core Program
Erick Vasquez, Chemical and Materials Engineering
Chanel Wright, Center for International Programs/Campus Engagement
Mary Ziskin, Educational Administration

FALL DATES FOR IMPORTANT RELIGIOUS HOLIDAYS

UD strives to be a place where people of all religious traditions live, learn, and deepen their faith. Many of the world’s religious traditions are represented in our campus community. This diversity of faith expression enriches the community and offers a great witness of solidarity among people from different religious perspectives to the campus and the world.

Students, faculty, and staff are encouraged to observe their faith traditions during their time here. Authentic observance of religious traditions may require reasonable accommodation to classroom or workplace schedules, environment, or in the way tasks or assignments are customarily completed. Faculty, staff, and students can find campus recommendations for requesting or supporting requests for religious accommodations at https://www.udayton.edu/ministry/about/relig_accomm.php.

Here are just a few of important religious holidays that some students, faculty, and staff may be celebrating in the fall semester. Observances vary from culture to culture and within denominations but may include work/school restrictions, special worship, or family/community-focused celebrations. See the link above for more complete multi-faith observance calendars.

August 24: Krishna Janmashtami (Hindu)
August 27- Sept 3: Paryushan (Jain)
Sept 29 – Oct 1: Rosh Hashanah (Jewish)
Oct 8-9: Yom Kippur (Jewish)
Oct 13-20: Sukkot (Jewish)
Oct 27: Diwali (Hindu, Jain)
Oct 28, 29, 30: Birth of the Bab and Bahaullah (Baha’i)
November 1: All Saint’s Day (Christian)
December 8: Bodhi Day (Buddhist)
December 8: Feast of the Immaculate Conception (Catholic Christian)

As you enter into the school year, take a moment to review campus recommendations to support the religious expression of all who live, learn, and work at UD.
The School of Engineering graduate students who intend to seek faculty teaching positions can now improve their odds of success. How? By enrolling in a series of transcript-eligible Best Practices in College Teaching mini courses championed by Margie Pinnell, SoE associate dean for faculty and staff development.

In partnership with the LTC, the SoE’s Visioneering Center launched the first course in the series last spring. Fifteen graduate students participated in the inaugural offering and gave excellent reviews. A wide range of topics was covered in an active-learning format, including in part:

- Reflections on their most memorable learning experiences and most effective faculty
- Learning best practices from current SoE faculty
- The neuroscience of learning
- Introduction to course design strategies
- High-impact teaching pedagogies
- Best practices in applying for faculty positions

The course culminated in each participant’s leading a teaching session. After each session all of the students provided written feedback on the pluses and deltas to enhance the student’s learning. In addition, each session was videotaped so the students could see themselves in action and draw their own conclusions.

The first course will be offered again this semester, and the second in the series will be offered in the spring 2020. With the help of the LTC, our hope is to eventually broaden participation to other STEM fields and beyond. Questions can be directed to Ken Bloemer (kbloemer1@udayton.edu).
SPRING & SUMMER 2019 COHORT COMPLETERS

eLearning Fellows
NICKY ADAMS, English
BRITTANY BECKNER, Communication
ANDREW CHIASSON, Mechanical & Aerospace Engineering
DIANA CUY-CASTELLANOS, Health & Sport Science
MEGAN EDMONDS, Philosophy
ERIN GIBBEMEYER, Chemical Engineering
JIM HILLER, Music
HAOZHOU PU, Health & Sport Science
KELLIE SCHNEIDER, Engineering Management
LAURA SEXTRO, History
LAURA TOOMB, Communication

Next Thing Cohort
JACKIE ARNOLD, Teacher Education
KAREN BARTLEY, History
TONYA BREYMIER, Health & Sport Science
KIM BIGELOW, Mechanical & Aerospace Engineering
KATHLEEN COSTALES, Global Languages & Cultures
ELIZABETH EICHLER, Management & Marketing
ALLISON KINNEY, Mechanical & Aerospace Engineering
AMY KRUG, English
KIM RITTERHOFF, Health & Sport Science
MARY-KATE SABLESKI, Teacher Education
RONDA SCANTLIN, Communication

Leadership UD
JACKIE ARNOLD, Teacher Education
GERICA BROWN, Diversity in Engineering Center
TAN BOSTON, School of Law Development Office
DAVE CLAIBORNE, UDRI
BECKY COOK, Counseling Center
GARRY CROSSON, Chemistry
KENYA CROSSON, Civil & Environmental Engineering
PATRICK DONNELLY, Athletics
CHRIS FISHPAW, Student Leadership Programs
RHONDA HAVIG, Advancement Info. Systems
JEANNE HOLCOMB, Anthro/Soc/Soc Work
RHONDA MERCY, SEHS Dean’s Office
ANNETTE MITCHELL, Office of the President
SCOTT PAELOW, Campus Ministry
DENISE ROJAS, SBA Budget Office
KRISTINA SCHULZ, University Archives
STEVE SMITH, UDit
LAURA STEVENS, UDRI
AMY TANAKA, Human Resources
KIM TRICK, CAS Dean’s Office
KAREN VELASQUEZ, Office of Experiential Learning
MOLLY WALTERS, UDRI
DONNELL WIGGINS, New Markets
NICOLA WORK, Global Languages and Cultures

Teaching Fellows
ALAN ABITBOL, Communication
MADDIE DEBEE, Chemistry/Premedical Programs
MERETE HVALSHAGEN, MIS, OPS MGT, Dec. Sci.
SARAH JONES, Communication
LAYLA KURT, Counselor Education & Human Services
KATIE LAWLESS FRANK, Teacher Education
ARNECIA PATTERSON, English
CHELSE PRATHER, Biology
TRISHA RENNER, Physical Therapy
LAURA SEXTRO, History
DALINDYEBO SHABALALA, School of Law
LARRY SMITH, Educational Administration
LESLEY WIDENSEE, Intensive English Program
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Associate Provost for Academic Affairs and Learning Initiatives; Director, LTC
SUE KRISKO
AALI Administrator

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JUSTIN KEEN
Director

COMMON ACADEMIC PROGRAM (CAP): 229-5534
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Assistant Provost for CAP
JUDY OWEN
CAP Coordinator
MADELINE BOONE
CAP GA

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Director of Academic Technology and Curriculum Innovation, UD it
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Senior Administrative Assistant
JUSTIN SWANN
IT/Technology Support Specialist

E-LEARNING: 229-5039
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DAVID BAUER
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LEAH BERGMAN
Senior E-Learning Specialist
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KENT DARR
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KATIE REYNOLDS
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LEARNING TEACHING CENTER
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LTC Coordinator
DAVID THOMAS
Night Coordinator

OFFICE OF LEARNING RESOURCES: 229-2066
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Director
BRENDA COOPER
Assistant Director
ZELDA SMITH
Assistant Director
BRENDA LECKLIDER
Lecturer
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
JOHN POTTER
Access Coordinator
ROBERT SPANGLER
IT Support Specialist
JODI WERLING
Administrative Assistant

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