Spring 1-1-2014

LTC Newsletter

University of Dayton. Ryan C. Harris Learning Teaching Center

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LTC NEWSLETTER

LTC
LEARNING TEACHING CENTER
Ryan C. Harris

INSIDE THIS ISSUE

PHOTO BY LARRY BURGESS

COMMON ACADEMIC PROGRAM UPDATE

BY SAWYER HUNLEY (CAP AND COUNSELOR EDUCATION AND HUMAN SERVICES) AND
NITA TEETERS (CAP)

The Common Academic Program and Competencies Committee (CAPCC) was established in Fall 2011. Subsequently, the committee was renamed Common Academic Program Committee (CAPC) after the Senate removed the competencies requirement from the undergraduate curriculum.

From Fall 2011 through Fall 2012 the committee focused on the development of course approval procedures. One course proposal form was created and approved to be used for both CAP and non-CAP courses. A work flow process embedded in the new Course Information Management (CIM) system was created and deployed in electronic format. This process eliminated the need for paper submissions and also linked the relevant individuals and committees in a streamlined approval process. An additional advantage to using the CIM process is that once a course has been approved it automatically posts information into the Banner system, which then populates the Catalog. The CIM system tracks not only the course, but the UD student learning outcomes and the CAP components from each course as well.

Beginning Spring 2013, the CAPC began approving courses. The committee based their decisions upon guidelines from the CAP document. In some cases the CAP document was very specific, but in other cases the CAPC needed to interpret the document. A review guide was created for each CAP component to assist both the decision making and those who were developing course proposals. These guides are posted on the CAP website for all UD faculty to review.

First year courses were approved and in place for the arrival of the first cohort of CAP students in Fall 2013. The CAPC continued to meet weekly to review courses for CAP approval. As of 11/26/2013, thirty-three courses have been approved by pioneering faculty. Decisions are based on the criteria that are specified in the CAP document (2010). The faculty who submitted courses so far this fall have continued to assist the committee to streamline the process through conversation and in some cases repeated submission of courses for review.

Application of the criteria often requires an interpretation of the intent of the authors of the CAP. As the CAPC has considered courses for review this fall,

DIVERSITY AND SOCIAL JUSTICE CURRICULAR INNOVATION FOR CAP
A COMPETITIVE GRANT OPPORTUNITY

BY SAWYER HUNLEY (CAP AND COUNSELOR EDUCATION AND HUMAN SERVICES)

UD is providing resources to support individuals interested in devoting their expertise, time, energy, and imagination to develop CAP Diversity and Social Justice courses. A limited number of Diversity and Social Justice course development grants will be offered by the Office of the Provost with the CAP Leadership Team overseeing this process. Successful grant applicants will be awarded $2500 per person for the development or significant revision and implementation of a Diversity and Social Justice course.

Proposed courses will be awarded on the basis of their alignment with the Diversity and Social Justice requirements and responses to the criteria and questions in the proposal form. The course must have a central focus on one or more dimensions of human diversity on the basis of which systems, institutions, or practices that obstruct social justice have functioned. The dimensions may include, but are not limited to, race, gender, socio-

LEARNING ASSESSMENT TODAY

BY DAVID WRIGHT (LTC/UDit, OFFICE OF CURRICULUM INNOVATION AND E-LEARNING)

Since its inception, higher education has employed methods to ascertain whether students had learned the prescribed course materials. With such a fundamental role, it can therefore be both exciting and daunting to realize that learning assessment is changing quickly today. The following are some trends that faculty should be considering:

Assessment is increasingly seen as a critical and natural part of learning. It should not be considered as merely an endpoint of a course, but should be seen as part of a continual cycle of information processing by the human brain. In other words, assessment should not be limited to high-stakes mid- and end-of-term exams, papers or reports. It needs to occur frequently throughout the semester using low-stakes methods to provide feedback along the way. Learning assessments should therefore be used for both formative and summative purposes.

There is a rich and growing diversity of assessment methods. Examples include visual concept maps, short in-class writing assignments, clickers, inquiry- and problem-based assignments. A diversity of methods allows students to explore the same concept through different "lenses" and to engage students using modalities and approaches that they may prefer. Simple methods that do not take long to grade should be used to ensure feedback is returned quickly to keep students on-track.

Online assessments are a perfect complement to face-to-face courses. Although many faculty think of online quizzes and assignments serving the needs of distance learning courses, they are increasingly used for face-to-face courses. At UD we have noted a growth in the number of quizzes and assignments being collected within Isidore due to greater usage in all types of courses (see page 5). Rubrics (scoring guides that clearly documents evaluation criterion) are available within Isidore on request.

Flipped classes will grow the use of assessment in the classroom. Inverted or "flipped classes" typically moves the delivery of course content online. Such classes then free up the time in the classroom for applying what is learnt and invariably uses a rich set of assessment methods (see page 8). For many faculty using this approach, it is not uncommon to completely rethink how to engage students through assessments.

Long-term authentic assessment of student learning calls for the use of portfolios. Academic programs are built with an expectation that knowledge, skills and an appreciation for the discipline is developed across a sequence of courses and through co-curricular activities. Individual course grades rarely capture a holistic or developmental view of these experiences. Portfolios are seen as one of the most powerful ways to more comprehensively capture the entire learning experience and to provide opportunities to foster student reflection.

Learning assessment data is increasingly used for program evaluation. Whether for a major or for cross-disciplinary programs such as the Common Academic Program, there is an increasing importance placed on how program effectiveness is judged by student learning outcomes. It makes sense when designing

ADDRESSING CAP STUDENT LEARNING OUTCOMES IN CLASS
VOCATION IN ENGLISH 200

BY STEPHEN WILHOIT (WRITING, RESEARCH, AND NEW MEDIA, ENGLISH)

READINGS

Readings for the course are drawn from a wide range of disciplines including philosophy, religious studies, literary studies, education, and psychology. First, through close analysis and discussion, students work through a set of readings that serve as the primary texts for their first two formal essays. For the last two papers, students collect source material on their own through library-based research and interviews.

A sampling of the readings I've used in the course can be found here: **udayton.edu/ provost/cap/fac_resources.php**.

WRITING ASSIGNMENTS

Through a series of four sequenced formal writing assignments, students define "calling," "vocation," and "career"; examine the roles chance and design may play in their life decisions; explore a career and produce a compelling argument that it best matches their skills, interests, and sense of calling; and explore a service organization they would like to join because it best matches their vocation.

Along with the formal essays, students also complete about a dozen informal journal assignments, each one asking them to reflect on a key aspect of the course. For example, early in the class students may identify and describe a time in their lives when they felt "called" or "impelled" to act in a particular way; to identify their unique gifts, skills, and talents with specific examples of each; to reflect on how serving others has impacted them; to respond to a reading, film, or guest speaker; or to imagine the future course of their lives.

Sample formal and informal writing assignments can be found here: **udayton. edu/provost/cap/fac_resources.php.**

ANCILLARY MATERIAL

When teaching this course, I call on colleagues for help. For example, I always ask a librarian to teach my students how best to research careers and service organizations and to offer instruction on effective research practices. In addition, someone from career services addresses the students at least once to discuss the results of personality and/or career assessment instruments the students have completed and to describe the resources Career Services provides that are relevant to the essays they are writing.

I also routinely incorporate relevant YouTube videos and film clips in the class and show films outside of class related to the course themes. These films have included *The Adjustment Bureau*, *Good Will Hunting*, and *Little Buddah*.

RESULTS

As judged by their comments on course evaluations, student reaction to the class has been overwhelming positive. Most comment that they had never before explored their calling or vocation, and many observe that for the first time they seriously considered what they want to do with their lives, not what others expect them to do. While some students are moved to reconsider their majors, others leave the class more certain about the career path they have chosen. Students also frequently become actively engaged in the service organization they researched or indicate that service will play a more important role in their future lives.

Because they are reading and writing about topics that interest and motivate them, most students devote the amount of time and attention to class projects needed to produce good writing. They are more interested in revising their work to improve it than students have been in other composition classes I've taught and more thoroughly research the topics they address. In short, vocation has turned out to be a very successful theme for the English 200 classes I teach.

MAKE YOUR MATERIALS MORE ACCESSIBLE FOR ALL KINDS OF USERS
NEW RESOURCES FROM THE LTC'S OFFICE OF LEARNING RESOURCES

BY ELIZABETH HARRISON (OFFICE OF LEARNING RESOURCES)

The LTC's Office of Learning Resources (OLR) is making two new electronic resources available to the UD community so that we can more easily make text resources accessible to a wide variety of readers—students and others with disabilities, English language learners, anyone who would benefit from listening to text or would like to engage with a text in a different way.

Freedom Scientific's WYNN Literacy Software, available soon, free of charge, to anyone with a valid UD username and password, will read aloud any electronic text opened in the program while allowing the listener to follow the text as it is read—when the text is formatted and tagged correctly. This program also includes a variety of study components that can help learners in many different ways.

The SensusAccess file conversion system, available through a web link, will convert an uploaded file from a variety of formats that contain text into audio, braille, e-book, text, word and pdf formats. Many of these formats will work with text-to-speech software such as WYNN.

Watch for more information on how to use WYNN and SensusAccess as OLR rolls out the two resources this semester. You might want to start by attending the FES sessions described in this Newsletter!

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further definition of criteria and procedures needed to be addressed. For example, there were questions with regard to criteria for the capstone component as well as processes for course submission and decision-making.

In response to these concerns the CAPC has clarified the criteria for the capstone and the criteria for reviewing capstone courses are available on the CAP website. In addition, course submissions have migrated from the initial paper process to being entirely online, and the bugs have been ironed out of the online Course Inventory Management (CIM) system. The decision process is now clearly defined and available at the CAP website.

It is helpful to consider our past history with implementing curricular changes. There has been the suggestion that some changes occurred rapidly without full consideration of the possible implications and side effects. As a result, the courses

may not have reflected the expectations and criteria as imagined. The combined efforts of the CAPC, CAPL, and others have resulted in a more gradual plan for course approval. This plan includes the "daylighting" of more than 300 courses, multiple faculty development opportunities, grant funding to test the courses through piloting processes, course of study development by departments and majors, and the creation of a viable university-wide assessment process.

The CAPC has been careful to explore the implications and possible side effects for critical decisions. It is through this proactive stance that the committee hopes to minimize future issues, and to realize the full intent of the Common Academic Program. Having addressed a number of significant issues, the CAPC is positioned well for course proposals that will be submitted from this point forward.

ISIDORE AND THE CONTEMPORARY LEARNING ENVIRONMENT

BY RYAN ALLEN (LTC/UDit, OFFICE OF CURRICULUM INNOVATION AND E-LEARNING) AND
DAVID WRIGHT (LTC/UDit, OFFICE OF CURRICULUM INNOVATION AND E-LEARNING)

5

LTC NEWSLETTER SPRING 2014

If asked to describe a "learning environment" a few years ago you would describe a classroom with desks, chairs and a chalkboard. Today we think in terms of physical spaces (formal and informal) as well as the online presence created using tools such as Isidore, UD's Learning Management System.

> "It sounds pretty simple but the ability to access updated lecture notes and check my grades on Isidore at any time makes it so easy to stay connected to my classes. I've come to expect that my teachers will use it."
>
> —MIRIAM KOVACH, JUNIOR ENGINEERING TECHNOLOGY MAJOR

UD has approximately 260 physical classrooms on its campus today, but last semester Isidore provided 2,141 virtual classrooms for learning to take place. During a time where space and hours in the day are at a premium the online learning opportunities and flexibility afforded by a system like Isidore mean everything. Isidore is no longer a system a few tech savvy faculty use – it's now a system that the great majority of faculty and students expect to access frequently for a wide variety of activities. An extensive look at Isidore usage was conducted during the fall 2013 semester and the results may surprise you.

2,141 course sections utilized Isidore during the fall 2013 semester. A detailed look at the numbers shows that 90% of students enrolled at UD during the fall semester had at least one course fully online with, or supplemented through, Isidore. 73% of all class sections utilized Isidore.

There has also been a shift in the way students stay connected to the university during the summer months. The students may head home but course work for many continues. Isidore was used to support 264 fully-online classes for more than 2,200 student seats during the summer 2013 terms.

A 2012 student Isidore survey revealed that 33% of students thought they would do better or much better in a class they were taking if Isidore had been used where it was not.

Faculty use Isidore for many different reasons from simply posting a syllabus to flipping their classes with pretty much everything online (even including final exams). The variety of ways in which faculty and students use Isidore continues to evolve each semester as new needs emerge and new features are introduced.

Given the rapid evolution in our vision for what constitutes a learning environment, it becomes critical to review not only the skills used to operate the various tools Isidore contains but the overarching course structure and pedagogical approaches employed. The E-Learning Lab is happy to support your teaching with Isidore and other e-learning tools, and can be reached at elearning@udayton.edu or 937-229-5039.

ISIDORE STATISTICS FALL 2013

- **829 unique instructors** created at least one Isidore site

- **1.5 million logins** were recorded by faculty and students (an average of over 13,500 per day)

- **99,154 resources** were shared with students

- **95,889 tests and quizzes** were submitted

- **96,567 assignments** were uploaded (32,000 were graded and returned online)

- **33,574 assignments** were checked for plagiarism with TurnItIn.com

- **59,897 forum posts** were made

- **15,213 announcements** were posted

STANDER SYMPOSIUM:
CELEBRATING 25 YEARS OF FACULTY-MENTORED STUDENT ACHIEVEMENT

BY DAVID DARROW AND MARGARET PINNELL, STANDER SYMPOSIUM 2014 CO-CHAIRS

On Wednesday, April 9, 2014, the University of Dayton will sponsor the annual Brother Joseph W. Stander Symposium to celebrate and recognize academic excellence in undergraduate and graduate education. Now in its 25th year, this annual academic event provides an opportunity for students from all disciplines to showcase their intellectual and artistic accomplishments. The Stander Symposium represents the Marianist tradition of education through community and is the principal campus-wide event in which faculty and students actualize our mission to be a "community of learners."

Classes will not meet on the day of the symposium, allowing for participation from the entire student body and faculty. For the symposium, the typical class schedule is replaced with student poster sessions, oral presentations, capstone course work, exhibits, performances, and panel sessions at venues throughout campus. Every unit of the university is invited to participate. Please consider how you can incorporate Stander Symposium opportunities and activities into the courses you teach and encourage your students to participate.

Students wishing to present their research and/or creative activities on the day of the Stander must register online on the Stander Symposium tab in Porches (porches.udayton.edu). Faculty can register on behalf of their students and all projects require the listed faculty advisor's approval. Registration opens January 21; the deadline to submit projects is March 3.

Learn more at **stander.udayton.edu.**

Who was Brother Stander?
Brother Joseph W. Stander, s.m., was a Professor of Mathematics and Provost (1974–1989) at UD. The symposium was instituted in 1989 as an ongoing tribute to him and all who carry on the Marianist tradition of education through community.

PHOTO BY MICKEY SHUEY

2014 STANDER DATES

JANUARY 21	Online registration opens in Porches
MARCH 3	Deadline to submit project proposals
MARCH 31	Keynote address by Former President, Ireland Mary Robinson, 7 p.m., RecPlex
APRIL 1	Celebration of the Arts, 8 p.m., Schuster Center
APRIL 8	Opening Mass, 12:05 p.m., Immaculate Conception Chapel
APRIL 9	Day of the Stander Symposium, 8 a.m. – 5 p.m., various campus venues
APRIL 9	Free Breakfast, 8 a.m. – 9:30 a.m., RecPlex
APRIL 9	Poster Session (90-minutes each), 9 a.m. and 11 a.m., RecPlex
APRIL 9	Horvath Student Juried Exhibition reception and closing Stander event, 5 – 7 p.m., Gallery 249, CPC

Check the website for additions and changes to symposium events.

NEW FACULTY DEVELOPMENT COORDINATOR NAMED

BY SUE KRISKO (LTC/AALI)

A warm welcome to Dr. Susan Brown, who joined the LTC as the Faculty Development Coordinator on January 6, 2014. Her experience at both Sinclair's Courseview Campus in Mason and at Miami University, Middletown has prepared her for project multitasking and meeting goals under deadlines. Her academic background will help her deliver LTC programming and resources that enhance teaching and scholarship for faculty.

Dr. Brown resides in Centerville with her husband and their two children. Please stop by room 039 in the LTC and welcome Susan to the LTC and to UD.

SUSAN BROWN

SAVE THE DATE : ADJUNCT FACULTY WORKSHOP

SATURDAY, FEBRUARY 8, 2014
8:30 A.M. – 12:00 P.M.

This spring's Adjunct Faculty Workshop, sponsored by the Faculty Development Committee, will be held on Saturday, February 8. It begins at 8:30 a.m. with a continental breakfast in Kennedy Union with the morning sessions beginning at 9:45 a.m. Details of the sessions are still being finalized, and a letter of invitation and program will be distributed in January.

For more information, please e-mail **facdev@udayton.edu** or call **937-229-4898**.

READING GROUPS

ON STUDENT READING (OR THE ABSENCE OF STUDENT READING)

Facilitated by ELIZABETH HARRISON
(Office of Learning Resources)

DISCUSSION DATES

WEDNESDAYS
11:00 A.M. – NOON

LTC MeetingSpace

February 12, 19, 26
March 12, 19, 26

Do you find that your students are not reading the material assigned for class? That your students don't seem to be able to read and comprehend material important to your discipline? Or that your students don't read—or don't know how to read—actively or critically?

This reading group will meet weekly in February and March to consider issues related to reading compliance (getting students to read), reading comprehension (helping students understand what they read), and reading critically (guiding students to analyze what they read). We will read a variety of scholarly articles and discuss what they suggest about student reading practices as well as strategies and recommendations for helping students change their practices. And together we will develop strategies and tools that you can use in your classes with your students.

Join us for an interesting and useful set of discussions!

To register, visit **udayton.edu/ltc/development/reading_groups.php**.

THE FLIPPED CLASSROOM

Facilitated by DAVID WRIGHT
(LTC/UDit, Office of Curriculum Innovation and E-Learning)

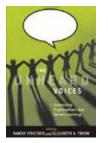**DISCUSSION DATES**

WEDNESDAYS
2:00 – 3:00P.M.

LTC MeetingSpace

January 22, 29
February 12, 26
March 12

You may have heard all the buzz about "flipped classes" and wondered if everyone had flipped out? The inverted or flipped class is actually a combination of practices that leads to the delivery of course content online outside the classroom while problem-solving application of the course content is made within the classroom. Technology is used to do what technology does best… to deliver content. Classroom time is used to do what matters most about getting people together in the same room… to interact and apply what is being learnt. This reading group will use a variety of short readings as the basis of discussion, along with shared lessons from flipped classes here at UD.

To register visit **udayton.edu/ltc/development/reading_groups.php**.

THE UNHEARD VOICES: COMMUNITY ORGANIZATIONS AND SERVICE LEARNING

Facilitated by KELLY BOHRER
(Fitz Center for Leadership in Community)

DISCUSSION DATES

THURSDAYS
8:30 – 10:00 A.M.

LTC MeetingSpace

March 13, 20, 27
April 3

Over the four weeks of this Reading Group, participants will spend 3 meetings discussing The Unheard Voices (edited by Randy Stoecker and Elizabeth A. Tyron); listening to and learning about our local community partners' perspectives; considering our current relationships, hopes, fears, and practices of respect in the community; and asking what other "unheard voices" might exist? For one of these meetings, we will include our local community partners as they share their own stories, highlighting the benefits and challenges they have experienced being in relationship with the UD community. During the final meeting, the participants, along with community partners, will consider the implications of the book and the perspectives of our own local community partners to add to the current shaping of community engaged learning on campus. The results of this Reading Group will be an important step towards transforming our community engaged learning approach to be even more effective and meaningful for our local community, our students, and our university.

To register visit **udayton.edu/ltc/development/reading_groups.php**.

UNIVERSITY OF DAYTON OPEN ACCESS PUBLISHING FUND PILOT

BY KATHY WEBB (UNIVERSITY LIBRARIES)

The University of Dayton, through the University Libraries, will provide financial support to UD scholars and researchers who wish to publish their work in open access (OA) journals. Funded jointly by the Libraries, the Office of the Provost and the Office of Graduate and Continuing Education, the fund is open to UD faculty, research staff, and graduate students.

After an article is accepted for publication in an OA journal, the author can complete the fund application form. If the journal meets the requirements stipulated in the guidelines (see link below), applicants will be notified of funding approval and payment will be made directly to the publisher. Authors cannot be reimbursed. The Open Access Publishing Fund will operate on a first-come, first-served basis. The pilot will conclude when all funds have been dispersed. At that time an evaluation of the pilot will be conducted.

Establishment of the $15,000 fund is in response to UD faculty interest in OA publishing. For more information, including guidelines and application form, see: www.udayton.edu/libraries/services/open_access_publishing_fund.php.

RESERVATIONS IN THE LTC

The LTC's innovative architecture is designed to encourage discovery, learning, reflection, and conversation. With seminar and meeting spaces, a classroom, a cozy fireplace, and several conversation areas, the LTC is simultaneously a functional meeting space and an experimental, impromptu gathering place.

The LTC spaces are available for reservation during our normal operating hours (some restrictions apply). Space is available to non-LTC residents based on the same dates that Kennedy Union uses for scheduling. Fall 2014 reservations begin April 1.

Contact **937-229-4898** or use the reservation link at **http://LTC.udayton.edu** to schedule your events.

FACULTY DEVELOPMENT ONLINE

BY DAVID WRIGHT (LTC/UDit, OFFICE OF CURRICULUM INNOVATION AND E-LEARNING)

Ever wanted to attend a faculty development opportunity in the LTC but had a scheduling conflict? The LTC is pleased to offer this spring, 2014, a way for faculty to watch recordings of several types of events held in the LTC, including the Faculty Exchange Series, TAGS, and IT Training events.

Because these recordings are meant to be seen by members of the UD community only, the video recordings are reached from within Porches.

Login to porches.udayton.edu and click on the "Professional Development" tab. This is a new tab, to be launched this spring for the first time. In the channel labeled "Faculty Development", you will find links to the most recent recordings made in the LTC. As more recordings are made, we will publish an archive. The recordings provide greater flexibility to grow professional skills on a schedule that works for you!

If you have suggestions for how we can better serve your faculty development needs, including the use of online resources, please contact David Wright at dwright1@udayton.edu.

assessments for a particular class that the resulting graded work will be in a format that can be used to document teaching effectiveness and course alignment with program goals. An increasing number of faculty will discover that effective assessment plans will be designed through close collaboration with peers and that careful attention should be placed on the design and use of student learning outcome statements.

Well-crafted learning assessments have never been a more important part of higher education. Faculty are increasingly called to create assessment plans that serve many roles, not only to guide and grade students but to evaluate programs. Additional reasons for rethinking assessment will come in the near future with the advent of wearable computing devices such as "smart" watches and eyeglasses. Take advantage of the services and resources of the Ryan C. Harris Learning Teaching Center to discover more about learning assessment. For example:

www.udayton.edu/ltc/writing/assessment_resources

www.udayton.edu/udit/communications_collaboration/e-learning/isidore201.php

www.udayton.edu/udit/communications_collaboration/e-learning/clickers.php

FACULTY EXCHANGE SERIES (FES)

Introduced in Fall 1998 and sponsored by UD's faculty development committee, FES sessions are facilitated by faculty and staff from our campus community and provide an opportunity for exploration of issues and topics important to UD. The subjects and topics are generated and hosted by faculty and staff through a proposal process. See the calendar section of the newsletter (PAGE 16) for a listing of this term's sessions. For full session descriptions or to register for a session visit the website at **www.udayton.edu/ltc/development/faculty_exchange_series.php.**

The deadline to submit a FES proposal for Fall 2014 is **Friday, March 14**. For more information visit **http://ltc.udayton.edu.**

SOUTHWESTERN OHIO COUNCIL FOR HIGHER EDUCATION
SOCHE ED CONFERENCE 2014

BY DAVID WRIGHT (LTC/UDit, OFFICE OF CURRICULUM INNOVATION AND E-LEARNING)

— **PRE-CONFERENCE** on February 13, 3:00 – 5:00 p.m.
  with Amanda Ripley at the Sinclair Campus

— **CONFERENCE** on February 14, 8:45 a.m. – 5:00 p.m.
  at the Dayton Art Institute

SOCHE ED 2014 will provide a highly enriched learning experience bringing together higher education professionals from across Ohio. Listen to and dialog with a diverse group of speakers whose ideas challenge us to think about our roles and, ultimately, that "WE'RE ALL IN" this together. A great range of topics will be explored in a TED Conference format that will leave you inspired to advance everyone's success in the academy.

Seating is limited for this conference — so register early! To register, please email facdev@udayton.edu.

SPEAKERS AND SESSIONS:

AMANDA RIPLEY
The Smartest Kids in the World—and How They Got That Way

ANN ANZALONE
With Learning In Mind

RAHUL CHOUDAHA
Internationalization of Higher Education

NADINNE CRUZ
Community-Based Learning and Civic Engagement

DAYTON CONTEMPORARY DANCE COMPANY

LANCE KENNEDY-PHILLIPS
Assessment and Student Affairs

PARKER PALMER
(Video)
The Heart of Democracy

ALEX SOOJUNG KIM PANG
The Distraction Addiction

JEFFREY SELINGO
College (Un)bound

TERRELL L. STRAYHORN
The Pursuit of Belonging

FACULTY EXCHANGE SERIES
SPRING 2014

WHY DO STUDENTS LEAVE UD?
Student Success and Persistence Team

Why are students leaving UD? As a faculty person, it is easy to imagine lack of academic success can be a reason to leave. But some students have proven to be very successful at UD and are still leaving—why? Come to this session and share with us your insight, experience and perspectives. The Student Success and Persistence Team will be on hand to provide data on student retention and withdrawal as we listen to your interpretation and insights.

MONDAY, FEBRUARY 3, 2014 | 12:00 – 1:15 P.M. | FORUM, LUNCH PROVIDED

MAKING ELECTRONIC DOCUMENTS ACCESSIBLE QUICKLY AND EASILY
Deanna Arbuckle, Elizabeth Harrison and Kelly Warren
(Office of Learning Resources)

The LTC's Office of Learning Resources is making the SensusAccess file conversion system available to the UD community through a web link. SensusAccess will convert an uploaded file from a variety of formats that contain text into accessible audio, braille, e-book, text, word and pdf formats. Learn how to use SensusAccess (it's easy and almost instantaneous) and how to make good format choices for your documents' audiences—the goal is to make the documents you post more accessible to a wide variety of users.

WEDNESDAY, FEBRUARY 12, 2014 | 12:00 – 1:15 P.M. | FORUM, LUNCH PROVIDED

INCREASING STUDENT PERFORMANCE AND ENGAGEMENT THROUGH
THE USE OF FORMATIVE AND SUMMATIVE ASSESSMENT STRATEGIES
Tess Rivero (Mathematics)

Participants will learn how to increase student achievement by varying formative assessment strategies. Also, participants will examine student work (theirs and others) to better structure formative and summative assessments. Please bring copies of student work and the corresponding assessments.

THURSDAY, FEBRUARY 13, 2014 | 4:00 – 5:00 P.M. | FORUM

EXPLORE WYNN LITERACY: SOFTWARE THAT CAN READ
ALOUD TO YOU AND YOUR STUDENTS
Deanna Arbuckle, Elizabeth Harrison and Kelly Warren
(Office of Learning Resources)

WYNN Literacy Software will read aloud any electronic text opened in the program while allowing the listener to follow the text as it is read. It also includes numerous study and learning aids. The LTC's Office of Learning Resources (OLR) is bringing WYNN to the UD community free of charge so that we can more easily make text resources accessible to a wide variety of readers—students and others with disabilities, English language learners, anyone who would benefit from listening to text or would like to engage with a text in a different way. This session will introduce WYNN and ask participants to brainstorm with each other ways that it can be used to support learning.

WEDNESDAY, FEBRUARY 19, 2014 | 12:00 – 1:15 P.M. | FORUM, LUNCH PROVIDED

TRYING TO UNDERSTAND AND USE NONVERBAL COMMUNICATION
IN THE TEACHING AND LEARNING PROCESS
Sam Wallace and Jon Hess (Communication)

Recent research and teaching experiences indicate some connections with nonverbal communication behaviors and understanding our current students as well as provide some insight on improving student learning. However, many questions remain unanswered (and unasked)! This FES will provide a brief summary of some of the relevant issues, provide the opportunity to talk about experiences and frustrations, and attempt to identify potential questions for further investigation.

MONDAY, FEBRUARY 24, 2014 | 12:00 – 1:15 P.M. | FORUM, LUNCH PROVIDED

INTEGRATING A CATHOLIC, MARIANIST APPROACH TO THE ENVIRONMENT AND EXPLORING MEEC AS A RESOURCE
Leanne Jablonski, FMI (Marianist Environmental Education Center)

During this session, a brief overview of Catholic, Marianist and other diverse faith community engagement in earth stewardship and environmental justice and spirituality will be presented. Interactive dialogue will explore how connecting to the natural environment and responding to sustainability issues is personally important to faculty. Idea sharing will be sought for how a Catholic and Marianist approach in view of Pope Francis and contemporary environmental issues can be developed and how the 100-acre Marianist Environmental Education Center at Mount St. John (meec.udayton.edu) might be of greater service to UD faculty for personal integration, teaching, scholarship and service.
WEDNESDAY, FEBRUARY 26, 2014 | 12:00 – 1:15 P.M. | FORUM, LUNCH PROVIDED

COMMUNICATION, CONVERSATION, DIALOGUE — HOW CAN WE MAKE CONSULTATION MORE EFFECTIVE?
Joseph Saliba (Provost), Carolyn Phelps (Psychology / President Academic Senate), and Jonathan Hess (Communication)

According to the Constitution of the Academic Senate, consultation is defined as "an exchange of information with the Academic Senate for the purpose of permitting the Academic Senate to propose or to comment upon policies which are other than academic and educational." This session, facilitated by Provost Joe Saliba, Carolyn Roecker Phelps, President of the Academic Senate, and Jon Hess, former President of the Academic Senate and chair of the Department of Communication will focus on steps currently being taken to improve consultation with the Senate and the development of ideas to further develop that important work.
FRIDAY, FEBRUARY 28, 2014 | 12:00 – 1:15 P.M. | KU 331, LUNCH PROVIDED

WHAT IF COMMUNITY ENGAGED LEARNING WAS PART OF YOUR COURSE, PROGRAM, OR STUDENT INTERNSHIP?
Kelly Bohrer (Fitz Center for Leadership in Community)

Community Engaged Learning (CEL) is a learning strategy that integrates disciplinary knowledge in actual community settings to achieve civic, personal, professional, and academic enrichment learning outcomes. It is also a strategy closely tied to our Catholic and Marianist identity of educating the whole student and having a commitment to the common good that transforms world views and shapes vocations and lives. This workshop will present on the concept of CEL, what it is and is not, what it entails, and the resources and support for faculty here at UD interested in using CEL as a learning strategy. Examples of CEL taking place in UD faculty courses will be shared to inspire new and enhanced ideas for your classroom, program, or internship program. A straightforward method for documenting, generating, and assessing learning will also be shared with participants. There will also be time for questions, candid conversation, and sharing hopes for the future of community engaged learning at UD.
MARCH 3, 2014 | 12:00 – 1:15 P.M. | FORUM, LUNCH PROVIDED

DEVELOPING AND IMPLEMENTING A FLIPPED CLASSROOM
Scott Segalewitz (Engineering Technology)

The flipped classroom model allows students to gain their first exposure to new material outside of class via video lectures and demonstrations, and then use class time to do the harder work of applying the knowledge. This session will demonstrate how one course was transformed from the traditional delivery to a flipped classroom. Participants will learn about some tools and techniques for flipping a classroom. Also discussed will be benefits to students and faculty, and student assessment of the learning model.
THURSDAY, MARCH 20, 2014 | 12:00 – 1:15 P.M. | LTC FORUM, LUNCH PROVIDED

CARNEGIE COMMUNITY ENGAGEMENT CLASSIFICATION:
WHAT IT MEANS FOR UD FACULTY AND STAFF
Kelly Bohrer and Dick Ferguson (Fitz Center for Leadership in Community) and
Paul Vanderburgh (Associate Provost, Graduate Academic Affairs)

The University of Dayton is in a year long process of completing our application for the Carnegie Community Engagement Classification which gives national recognition to community engaged institutions. It involves data collection and documentation of important aspects of the institutional mission, identity and commitment as well as provides a process of self-assessment and quality improvement. How is UD measuring up? During this presentation and discussion we will share more about the classification, what "community engagement" looks like in light of Carnegie's definition, and provide a report on details in our application. Participants will learn about initiatives on campus, our strengths in engaging with the community, and areas in which we need to grow. Facilitated discussion will share ideas and hopes for our desired future and specific ways we can realize the truest meaning of "community engagement" on our campus.

MARCH 24, 2014 | 12:00 – 1:15 P.M. | FORUM, LUNCH PROVIDED

MAINTAINING HIGH STANDARDS IN THE CLASSROOM
David Wright (LTC/UDit, Office of Curriculum Innovation and E-Learning)
and Faculty Panel

Academic standards are defined by accreditation bodies, our disciplinary and professional expectations and the personal values and aspirations of the teacher and the academy. Although student expectations can be high, they may frequently fall short of a teacher's expectations. How does a teacher maintain a rigorous learning environment in which students are fully motivated and supported for success? What behaviors should faculty communicate and model to build student trust and commitment? This panel discussion will include a rich dialogue with participants to uncover best practices in setting and maintaining an appropriately challenging classroom environment while addressing learning needs of all students.

TUESDAY, APRIL 1, 2014 | 12:00 – 1:15 P.M. | FORUM, LUNCH PROVIDED

economic class, and sexual orientation. Courses may address diversity within the United States, in a global context, or both. The UD Diversity Student Learning Outcome (SLO) must be addressed. The Diversity SLO reads:

> All undergraduates will develop and demonstrate intellectually informed, appreciative, and critical understanding of the cultures, histories, times, and places of multiple others, as marked by class, race, gender, ethnicity, religion, nationality, sexual orientation, and other manifestations of difference. Students' understanding will reflect scholarly inquiry, experiential immersion, and disciplined reflection.

Courses approved to satisfy the Diversity and Social Justice component will build on earlier CAP courses addressing diversity such as the First-Year Humanities courses, the Second-Year Writing Seminar, the Social Science, Arts, Natural Science or Oral Communication courses. The Diversity and Social Justice component may not double count with these courses, but may double count with courses taken to satisfy other CAP components or courses taken in the student's major. Courses used to satisfy the Diversity and Social Justice requirement may also satisfy the Faith Traditions, Practical Ethical Action, Inquiry, Integrative, the Major Capstone components, or a course in the students' major. Co-curricular collaboration is encouraged (e.g. Student

Development, Campus Ministry, Center for International Programs, out of classroom experiences, etc.).

For more information about the grant go to **www.udayton.edu/provost/cap/grants.php**.

Proposals must be submitted to Sawyer Hunley, Assistant Provost for CAP by Monday, March 10th at 5:00 p.m. Each proposal will be reviewed for approval by the CAP Leadership Team and announcement of awards will be made by April 10th.

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.

JANUARY

16 THURSDAY
TAGS: Responding to Written Work of Non-Native English Speakers
FACILITATED BY: JENNIFER HAAN
12:00 – 1:15 P.M.
LTC Forum, lunch provided

21 TUESDAY
TAGS: Teaching a Globally-Inclusive Classroom
FACILITATED BY: LISA VARANDANI & BRENNA SEIFRIED
12:00 – 1:15 P.M.
LTC Forum, lunch provided

22 WEDNESDAY
E-Learning: Isidore 101: Getting Started
FACILITATED BY: LEAH BERGMAN
10:00 – 11:00 A.M.
LTC Forum

Reading Group #2: The Flipped Classroom
FACILITATED BY: DAVID WRIGHT
2:00 – 3:00 P.M.
LTC Teamspace

23 THURSDAY
E-Learning: Teaching Virtually with Collaborate
FACILITATED BY: JERRY TIMBROOK
12:00 – 1:30 P.M.
LTC Teamspace, lunch provided

24 FRIDAY
E-Learning: Isidore 201: Advanced Uses and Tools
FACILITATED BY: LEAH BERGMAN
10:00 – 11:30 A.M.
LTC Forum

CARMA Webinar: On the Use of Spline Regression in the Study of Congruence in Organizational Research
FACILITATED BY: JEFFREY R. EDWARDS, UNIVERSITY OF NORTH CAROLINA CHAPEL HILL
12:00 – 1:30 P.M.
LTC Conference Room, lunch provided

DESCRIPTIONS AND REGISTRATION INFORMATION

FOR FES see Newsletter page 12 or visit:
udayton.edu/ltc/development/fes_sessions.php

FOR TAGS visit:
udayton.edu/ltc/development/tags/workshops.php

FOR READING GROUPS visit:
udayton.edu/ltc/development/reading_groups.php

FOR E-LEARNING visit:
udayton.edu/ltc/innovation/

FOR CARMA webinars visit:
udayton.edu/ltc/development/fes_sessions.php

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28 TUESDAY
TAGS: Supporting the Writing of International Students
FACILITATED BY: NICHOLE LUCAS
12:00 – 1:15 P.M.
LTC Forum, lunch provided

E-Learning: Getting Acquainted with the Isidore Gradebook Tools
FACILITATED BY: LEAH BERGMAN
12:00 – 1:00 P.M.
LTC Teamspace, lunch provided

29 WEDNESDAY
Reading Group #2: The Flipped Classroom
FACILITATED BY: DAVID WRIGHT
2:00 – 3:00 P.M.
LTC Teamspace

FEBRUARY

3 MONDAY
FES: Why Do Students Leave UD?
HOSTED BY: STUDENT SUCCESS AND PERSISTENCE TEAM
LTC Forum, lunch provided

4 TUESDAY
TAGS: IEP Learning Outcomes and TOEFL Descriptors
HOSTED BY: KARIN AVILA-JOHN & APRIL DARNELL
12:00 – 1:15 P.M.
LTC Forum, lunch provided

E-Learning: Google Docs and Isidore
FACILITATED BY: LEAH BERGMAN, JERRY TIMBROOK, & RYAN ALLEN
12:00 – 1:00 P.M.
LTC MeetingSpace, lunch provided

10 MONDAY
E-Learning: Using the Lessons Tool: A Dynamic Way to Create Online Course Modules
FACILITATED BY: JERRY TIMBROOK & LEAH BERGMAN
2:00 – 3:00 P.M.
LTC MeetingSpace

12 WEDNESDAY
Reading Group #1: On Student Reading (or the Absence of Student Reading)
FACILITATED BY: ELIZABETH HARRISON
11:00 A.M. – 12:00 P.M.
LTC MeetingSpace

FES: Making Electronic Documents Accessible Quickly and Easily
HOSTED BY: DEANNA ARBUCKLE, ELIZABETH HARRISON, & KELLY WARREN (OFFICE OF LEARNING RESOURCES)
LTC Forum, lunch provided

Reading Group #2: The Flipped Classroom
FACILITATED BY: DAVID WRIGHT
2:00 – 3:00 P.M.
LTC Teamspace

ALL FES SESSIONS ARE FROM **12:00 – 1:15 P.M.**, UNLESS OTHERWISE INDICATED.

13 THURSDAY

TAGS: Assessing Non-Native English Speakers across the Disciplines
FACILITATED BY: COLLEEN GALLAGHER
12:00 – 1:15 P.M.
LTC Forum, lunch provided

FES: Increasing Student Performance and Engagement Through the Use of Formative and Summative Assessment Strategies
HOSTED BY: TESS RIVERO (MATHEMATICS)
4:00 – 5:00 P.M.
LTC Forum

19 WEDNESDAY

E-Learning: Managing Online Discussion with the Forums Tool
FACILITATED BY: JERRY TIMBROOK
10:00 – 11:00 A.M.
LTC Forum

Reading Group #1: On Student Reading (or the Absence of Student Reading)
FACILITATED BY: ELIZABETH HARRISON
11:00 A.M. – 12:00 P.M.
LTC MeetingSpace

FES: Explore WYNN Literacy: Software that Can Read Aloud to You and Your Students
HOSTED BY: DEANNA ARBUCKLE, ELIZABETH HARRISON, & KELLY WARREN (OFFICE OF LEARNING RESOURCES)
LTC Forum, lunch provided

21 FRIDAY

CARMA Webinar: Process Research
FACILITATED BY: ANN LANGLEY, HEC MONTREAL
12:00 – 1:30 P.M.
LTC Conference Room, lunch provided

CARMA Webinar: Alternative Approaches to Modeling MTMM DATA in Organizational Research
FACILITATED BY: DAVID J. WOEHR, UNIVERSITY OF NORTH CAROLINA CHARLOTTE
1:30 – 3:00 P.M.
LTC Conference Room

E-Learning: Boosting Student Engagement with Clickers
FACILITATED BY: JERRY TIMBROOK
2:00 – 3:00 P.M.
LTC Studio

CARMA Webinar: Total Recall: The Lifetime and Shelf Life of Meta-Analysis
FACILITATED BY: HANNAH R. ROTHSTEIN, BARUCH COLLEGE
3:00 – 4:30 P.M.
LTC Conference Room

24 MONDAY

FES: Trying to Understand and Use Non-verbal Communication in the Teaching and Learning Process
HOSTED BY: SAM WALLACE AND JON HESS (COMMUNICATION)
LTC Forum, lunch provided

25 TUESDAY

TAGS: Reaching our Chinese Students
FACILITATED BY: SKY LANTZ-WAGNER & YA YOU
12:00 – 1:15 P.M.
LTC Forum, lunch provided

26 WEDNESDAY

Reading Group #1: On Student Reading (or the Absence of Student Reading)
FACILITATED BY: ELIZABETH HARRISON
11:00 A.M. – 12:00 P.M.
LTC MeetingSpace

FES: Integrating a Catholic, Marianist Approach to the Environment and Exploring MEEC as a Resource
HOSTED BY: LEANNE JABLONSKI FMI (MARIANIST ENVIRONMENTAL EDUCATION CENTER)
LTC Forum, lunch provided

Reading Group #2: The Flipped Classroom
FACILITATED BY: DAVID WRIGHT
2:00 – 3:00 P.M.
LTC Teamspace

27 THURSDAY

E-Learning: Creating and Delivering Online Exams with Isidore
FACILITATED BY; RYAN ALLEN
3:00 – 4:00 P.M.
LTC Forum

28 FRIDAY

FES: Communication, Conversation, Dialogue – How Can We Make Consultation More Effective?
HOSTED BY: JOSEPH SALIBA (PROVOST), CAROLYN PHELPS (PSYCHOLOGY/PRESIDENT, ACADEMIC SENATE), & JONATHAN HESS (COMMUNICATION)
KU 331, lunch provided

MARCH

3 MONDAY

FES What if Community Engaged Learning Was Part of Your Course, Program, or Student Internships?
HOSTED BY: KELLY BOHRER (FITZ CENTER)
LTC Forum, lunch provided

E-Learning: Teaching Virtually with Collaborate
FACILITATED BY: JERRY TIMBROOK
2:00 – 3:30 P.M.
LTC MeetingSpace

12 WEDNESDAY

Reading Group #1: On Student Reading (or the Absence of Student Reading)
FACILITATED BY: ELIZABETH HARRISON
11:00 A.M. – 12:00 P.M.
LTC MeetingSpace

E-Learning: Adding Audio & Video to your Online Course
FACILITATED BY: RYAN ALLEN
12:00 – 1:00 P.M.
LTC Forum, lunch provided

12 WEDNESDAY
Reading Group #2: The Flipped Classroom
FACILITATED BY: DAVID WRIGHT
2:00 – 3:00 P.M.
LTC Teamspace

13 THURSDAY
*Reading Group #3: The Unheard
Voices: Community Organizations
and Service Learning*
FACILITATED BY: KELLY BOHRER
8:30 – 10:00 A.M.
LTC MeetingSpace

19 WEDNESDAY
*Reading Group #1: On Student Reading (or
the Absence of Student Reading)*
FACILITATED BY: ELIZABETH HARRISON
11:00 A.M. – 12:00 P.M.
LTC MeetingSpace

20 THURSDAY
*Reading Group #3: The Unheard
Voices: Community Organizations
and Service Learning*
FACILITATED BY: KELLY BOHRER
8:30 – 10:00 A.M.
LTC MeetingSpace

*E-Learning: Creating and Delivering Online
Exams with Isidore*
FACILITATED BY; RYAN ALLEN
10:00 – 11:00 A.M.
LTC Forum

*FES: Developing and Implementing
a Flipped Classroom*
HOSTED BY: SCOTT SEGALEWITZ
(ENGINEERING TECHNOLOGY)
LTC Forum, lunch provided

24 MONDAY
*FES: Carnegie Community Engagement
Classification: What It Means For UD
Faculty and Staff*
HOSTED BY: KELLY BOHRER & DICK
FEGUSON (FITZ CENTER FOR LEADERSHIP
AND COMMUNITY) & PAUL
VANDERBURGH (ASSOCIATE PROVOST,
GRADUATE ACADEMIC AFFAIRS)
LTC Forum, lunch provided

*E-Learning: Getting Acquainted with the
Isidore Gradebook Tools*
FACILITATED BY: LEAH BERGMAN
2:00 – 3:00 P.M.
LTC Teamspace

26 WEDNESDAY
*Reading Group #1: On Student Reading (or
the Absence of Student Reading)*
FACILITATED BY: ELIZABETH HARRISON
11:00 A.M. – 12:00 P.M.
LTC MeetingSpace

27 THURSDAY
*Reading Group #3: The Unheard
Voices: Community Organizations and
Service Learning*
FACILITATED BY: KELLY BOHRER
8:30 – 10:00 A.M.
LTC MeetingSpace

27 THURSDAY
*E-Learning: Managing Online Discussion
with the Forums Tool*
FACILITATED BY: JERRY TIMBROOK
10:00 –11:00 A.M.
LTC Teamspace

APRIL
01 TUESDAY
*FES: Maintaining High Standards in
the Classroom*
HOSTED BY: DAVID WRIGHT (LTC/UDIT,
OFFICE OF CURRICULUM INNOVATION AND
E-LEARNING) & FACULTY PANEL
LTC Forum, lunch provided

03 THURSDAY
*Reading Group #3: The Unheard
Voices: Community Organizations
and Service Learning*
FACILITATED BY: KELLY BOHRER
(FITZ CENTER)
8:30 – 10:00 A.M.
LTC MeetingSpace

08 TUESDAY
E-Learning: Isidore 101: Getting Started
FACILITATED BY: LEAH BERGMAN
2:00 – 3:00 P.M.
LTC Forum

10 THURSDAY
*E-Learning: Isidore 201: Advanced
Uses and Tools*
FACILITATED BY: LEAH BERGMAN
2:00 – 3:30 P.M.
LTC Forum

11 FRIDAY
*E-Learning: E-Learning Update and
Idea Exchange*
FACILITATED BY: RYAN ALLEN, JERRY
TIMBROOK, PAUL DAGNALL, DAVID BAUER,
& LEAH BERGMAN
12:00 – 1:00 P.M.
LTC Teamspace, lunch provided

*CARMA Webinar: Emerging Questions in
Longitudinal Research*
FACILITATED BY: ROBERT E. POLYHART,
UNIVERSITY OF SOUTH CAROLINA
12:00 – 1:30 P.M.
LTC Conference Room, lunch provided

*CARMA Webinar: Casual Inference in
Quasi-Experimental Studies*
FACILITATED BY: STEPHEN G. WEST,
ARIZONA STATE UNIVERSITY
1:30 – 3:00 P.M.
LTC Conference Room

23 WEDNESDAY
*E-Learning: Using the Lessons Tool:
A Dynamic Way to Create Online
Course Modules*
FACILITATED BY: JERRY TIMBROOK,
& LEAH BERGMAN
10:00-11:00 A.M.
LTC Forum

LTC AT-A-GLANCE

PHONE: **937-229-4898**
EMAIL: **ltc@udayton.edu**

ACADEMIC AFFAIRS AND LEARNING INITIATIVES (AALI)

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

SUE KRISKO
AALI Administrator

ANDREA MEYER WADE
Communications

COMMON ACADEMIC PROGRAM (CAP)

SAWYER HUNLEY
Assistant Provost for CAP

NITA TEETERS
CAP Assessment Coordinator

CURRICULUM INNOVATION AND E-LEARNING: 229-2117

DAVID WRIGHT
Director

JANE WESTENDORF
Senior Administrative Assistant

IT TRAINING: 229-2137

MIKE MCCLURE
IT Training Specialist

E-LEARNING LAB: 229-5039

RYAN ALLEN
Assistant Director of E-Learning

DAVID BAUER
Web Developer

LEAH BERGMAN
E-Learning Specialist

PAUL DAGNALL
Application Developer Administrator

JERRY TIMBROOK
E-Learning Specialist

MEDIA ARCADE: 229-2676

JOHN LECOMTE
Senior E-Media Specialist

JUSTIN SWANN
IT/Technology Support Specialist

FACULTY AND LEADERSHIP DEVELOPMENT

SUSAN BROWN
Faculty Development Coordinator: 229-3309

MARY GAIBLE
Program Support Specialist: 229-5670

LEARNING TEACHING CENTER

PATTY LAMB
LTC Coordinator

DAVID THOMAS
Night Coordinator

OFFICE OF LEARNING RESOURCES: 229-2066

BETH HARRISON
Director

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BRENDA COOPER
Assistant Director

DUDE COUDRET
Assistant Director

ERIN GIBBS
Senior Administrative Assistant

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Data Specialist

KELLY WARREN
Assistive Technology Specialist

ZELDA SMITH
Learning Initiatives Coordinator

YA YOU
International Learning Initiatives Coordinator

WRITING, RESEARCH, AND NEW MEDIA: 229-5317

STEVE WILHOIT
Director

CHRISTINA KLIMO
Write Place Coordinator

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