

Spring 1-1-2012

LTC Newsletter

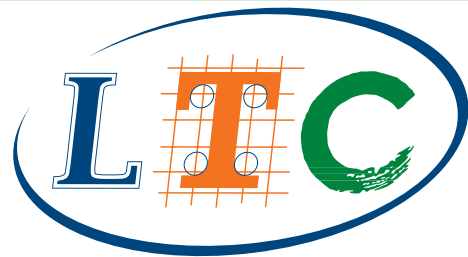
University of Dayton. Ryan C. Harris Learning Teaching Center

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NEWSLETTER

Ryan C. Harris

LEARNING TEACHING CENTER

CAP IMPLEMENTATION UPDATE: Progress in All Academic Units

In the College of Arts and Sciences, the Humanities Commons, Communication, and English courses are well positioned to be ready for implementation for first-year UD students who arrive in Fall 2013. The Humanities Commons faculty piloted a number of courses this fall, and more are under way. The Humanities Commons cohort shared their creativity and enthusiasm each time they met this fall to discuss the initial pilots.

In 2008-09 the Department of English began piloting a new sequence of composition courses to replace ENG 101-102 and ENG 114; these courses will fulfill the University reading and writing competencies. The courses were adopted in 2010 and officially approved for the existing General Education program in 2011. Full implementation was delayed for one year to accommodate logistical challenges presented by changes in the on-line orientation and registration process for incoming first-year students. The new curriculum requires almost all students to take the same number of courses and same credit hours as they would have under the old sequence. Most students will take ENG 100 (a writing seminar focused on the theme of literacy) in their first year (either fall or spring semester) and then take ENG 200 (themed writing-across-the-disciplines seminar focused on research and argumentation) in the sophomore year (fall or spring), for a total of 6 semester hours.

Dr. Joe Valenzano, a new faculty member in the Department of Communication, is leading the development of the 3 credit hour course in oral communication that will replace the current CMM modules. The new course is being designed around the following 4 student learning outcomes:

- Students will understand what “civil dialogue” is.
- Students will be able to explain complicated concepts to non-experts.
- Students will be able to craft a persuasive speech.
- Students will be able to critique and analyze the oral arguments of others.

Twenty-two Crossing Boundaries pilots are in development. The creators of these pilots will be building the courses and sharing ideas with their cohort during Spring and Fall 2012.

A three-year timeline has been adopted to allow for sequential course development and program revisions. For information about the CAP Timeline, go to <http://udayton.edu/provost/cap>. A number of departments have begun to review their programs with the goal of ensuring that all students who complete their majors will have experiences that lead to demonstrations of knowledge, skills, and attitudes associated with the 7 Habits of Inquiry and Reflection student learning outcomes.

A School of Engineering CAP task force, chaired by Assistant Dean Margie Pinnell, has representatives from each of the SOE departments. Initial mapping of CAP components has been completed in the context of current programs. The SOE student learning outcomes have been integrated with the CAP student learning outcomes. Student feedback was gathered to provide ideas for CAP courses. Brainstorming on merging CAP with the SOE is ongoing.

In the School of Business Administration, all departments

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LTC AT-A-GLANCE

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Steve Wilhoit, Director
Christina Klimo, Write Place Coordinator

Patty Lamb, LTC Coordinator
David Thomas, Night Coordinator

Common Academic Program (CAP)

WONDERING HOW TO BE "IN THE KNOW" ABOUT CAP?

There are many avenues for tracking progress with CAP. Visit the CAP Website at www.udayton.edu/provost/cap for documents, reports, grant opportunities, and information. You can also read the CAP e-Newsletter (CAP News Monthly) for stories and information about CAP progress and events on campus.

Connect with your colleagues! Do you have an idea for the development of a new course? Would you like to find others with similar interests? Does the idea of collaboration appeal to you? Would you like to share articles or resources for a course? The Porches group - CAP Networking - now offers a quick and easy method to collaborate. Just go to the CAP Networking group in Porches and post your question, list your interests, attach a file or respond to colleagues. Instructions for adding the group are on the CAP website at http://www.udayton.edu/provost/cap/fac_resources.php.

The LTC Newsletter provides a wealth of information about faculty development, student academic support, CAP, and other topics. The LTC Newsletter is designed to stimulate understanding and innovations in learning and teaching, along with a listing of professional development opportunities. If you misplace your copy, you can find it on the LTC website.

Hungry for more information? If you have specific questions or wish to consult about CAP basics, grant application, course development, program mapping, or content for foundational CAP courses contact Sawyer Hunley, Assistant Provost for CAP, shunley1@udayton.edu or Don Pair, Associate Dean College of Arts and Sciences, dpair1@udayton.edu. ■

LEARN MORE AT UDAYTON.EDU/PROVOST/CAP

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.

Implementation Update, from Page 1

are looking at their major capstone courses to ensure these fit with CAP requirements. During Fall 2011, a group of SBA faculty worked with Dr. Pat Johnson and Brother Ray Fitz on a pilot of a business ethics course. Faculty are considering how courses taught for those outside the SBA might be redesigned to be appropriate as Inquiry courses. Completely new Inquiry courses are also being considered. At least one SBA faculty member is working on a course for Diversity and Social Justice. The SBA has created a map that shows what SBA students currently take and how their curriculum will look when CAP is in place. A second SBA mapping shows all courses that will be taken by SBA students and identifies which of the seven UD SLOs is addressed in each course and at what developmental level.

The School of Education and Allied Professions has created an SOEAP CAP committee to facilitate course development and program revisions. In addition, the SOEAP Assessment Committee has begun to align the 7 Habits of Inquiry and Reflection student learning outcomes with the 4 SOEAP primary outcomes. Strategizing for assessment implementation to inform continual program improvement is well under way. ■

COMMON ACADEMIC PROGRAM (CAP) CROSSING BOUNDARIES REQUEST FOR PROPOSALS ROUND 2

The Provost's Office is pleased to report that 22 Crossing Boundaries grant proposals were approved (7 were conditionally approved pending resubmission) during fall 2011. The second round of Crossing Boundaries request for proposals was announced in December to be submitted by March 15, 2012. For information on the grant application go to <http://www.udayton.edu/provost/cap/grants.php>

Pilot courses will be awarded funding of \$2500 per person on the basis of their alignment with the Crossing Boundaries requirements and responses to the criteria and questions in the proposal form. Preference will be given to proposals that clearly define student learning outcomes and methods of assessment for continuous improvement. Collaboration with co-curricular departments is encouraged (e.g. Student Development, Campus Ministry, Center for International Programs, etc.). Applicants are required to have participated in at least 2 of the CAP Faculty Institute sessions. Contact Lora Butcher at lbutcher1@udayton.edu to register for the sessions. Individuals who were awarded grant funding in the first round are not eligible for additional funding. ■

RFP #	RFP ANNOUNCED	DUE DATE	AWARD DATE	COMPOSITE DEADLINE	PILOT COURSE TO BE TAUGHT
CB1	Apr. 29, 2011	Oct. 15, 2011	Nov. 15, 2011	Jan. 2012	Fall 2012 Spring 2013
CB2	Dec. 1, 2011	Mar. 15, 2012	May 4, 2012	Sept. 2012	Spring 2013 Summer 2013 Fall 2013
CB3	Apr. 30, 2012	Oct. 15, 2012	Nov. 15, 2012	Jan. 2013	Fall 2013 Spring 2014

COMMON ACADEMIC PROGRAM COURSE APPROVAL

The Common Academic Program and Competencies Committee has submitted a draft of the course approval form to all undergraduate units for feedback. The form will be available in electronic version to make the application process easily accessible and efficiently completed. The committee will be developing an application procedures manual to guide the process next semester. March 2012 is the anticipated date to begin course reviews.




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CAP FACULTY INSTITUTE

The Ryan C. Harris Learning Teaching Center announces it will be offering again the Common Academic Program (CAP) Faculty Institute, a series of faculty learning workshops on Approaches to Teaching & Learning. These workshops are designed to explore issues and approaches that are central to the CAP. These workshops are open to all faculty and members of the UD community, and may be of special interest to those planning to or already creating courses for the CAP. Participation in at least 2 of the 6 workshops will make you eligible for CAP Crossing Boundaries Grant opportunities. New to the CAP Faculty Institute is a session on Global Learning.

In addition to these workshops, four sessions are offered for developing grant proposals related to the creation and piloting of new courses for the Crossing Boundaries component of the CAP. While participation is not required for grant proposal submission, these workshops are a

resource for those interested in learning more about Crossing Boundaries courses. These informal sessions will focus on hands-on work for grant preparation.

Due to popular demand, two reading groups will be available during the Spring semester. Participants are encouraged to read a book, supplied by the LTC, and engage in related discussions. Join us for as many sessions as you like and have stimulating conversations about the selected books.

A description of each workshop is provided in the schedule below. A boxed lunch will be provided to participants of each workshop to enable you to “grab and go.” Register for the workshop(s) that you will attend by contacting Lora Butcher at lbutcher1@udayton.edu. You can also register by calling 229.3309. ■

<p>WORKSHOP 1: LEARNING CENTERED PARADIGM Facilitator: Elizabeth Harrison Location: LTC Forum Date: Monday, Jan. 9, 10:00 AM - 12:00 PM</p>	<p>One foundation of the CAP is a shift from the teaching to the learning paradigm. What does this mean? Come explore this shift and what it means for your courses.</p> <ul style="list-style-type: none"> • Overview of teaching and learning in US higher education • From the teaching paradigm to the learning paradigm • Implications for us today
<p>WORKSHOP 2: LEARNING AND THE BRAIN Facilitators: Elizabeth Harrison & David Wright Location: LTC Studio Date: Monday, Jan. 9, 12:30 – 2:30 PM</p>	<p>Breakthroughs in neuroscience provide an important context for us as educators. Learn how the brain works and how you can apply that knowledge to your work in the classroom and beyond.</p> <ul style="list-style-type: none"> • What is learning? • How does memory work? • The learning cycle and implications for teaching
<p>WORKSHOP 3: BACKWARD DESIGN AND STUDENT LEARNING OUTCOMES Facilitator: Beth Harrison Dates: (Select one) Tuesday, Jan. 10, 10:00 AM – 12:00 PM LTC Studio Tuesday, Feb. 7, 12:30 – 2:30 LTC MeetingSpace Wednesday, Feb. 15, 10:00 AM – 12:00 PM LTC TeamSpace</p>	<p>Backward design is a method of designing a course while focusing on student learning outcomes, that is, on what we would like our students to learn from the course. Learn how this method works and how to articulate specific, concrete student learning outcomes that can guide you in both designing the course and assessing your students’ learning.</p>
<p>WORKSHOP 4: ASSESSMENT FOR CONTINUOUS IMPROVEMENT Facilitator: Steve Wilhoit Dates: (Select one) Tuesday, Jan. 10, 12:30 – 2:30 PM LTC Forum Tuesday, Feb. 7, 10:00 AM – 12:00 PM LTC TeamSpace Wednesday, Feb. 15, 12:30 – 2:30 PM LTC TeamSpace</p>	<p>These sessions will focus on ways to integrate student learning outcome assessment into class design, collect assessment results over the course of a semester, and use the information to improve instruction.</p>

<p>WORKSHOP 5: DESIGNING FOR INTEGRATED LEARNING Facilitator: Beth Harrison Location: LTC Forum Date: Wednesday, Jan. 11, 9:00 AM - 12:00 PM</p>	<p>What is “integrated learning”? How does it relate to our assumptions about teaching and learning? How does it relate to CAP? Work with colleagues from around the university to explore the concept of integrated learning and deepen your understanding of the possibilities for integration that are opened up by CAP.</p>
<p>WORKSHOP 6: GLOBAL LEARNING Facilitator: Beth Harrison Location: LTC Forum Date: Thursday, Jan. 12, 10:00 AM – 12:00 PM</p>	<p>NEW! How would you define “global learning” and why it is important in today’s world? In this workshop you will work with colleagues to define “global learning” and to consider its role in higher education and in CAP. You will also have the opportunity to look at the place of global learning in your courses.</p>

CROSSING BOUNDARIES GRANT PREPARATION

Crossing Boundaries Course Building Workshops

Facilitator: Sawyer Hunley
 Location: LTC TeamSpace
 Date(s):
 Monday, Feb. 27, 10:00 – 11:00 AM
 Monday, Feb. 27, 1:00 – 2:00 PM
 Tuesday, Mar. 6, 10:00 – 11:00 AM
 Wednesday, Mar. 7, 1:30 – 2:30 PM

These sessions provide participants with opportunities to actively work on Crossing Boundaries grant preparation. The workshop facilitator will provide assistance and feedback in hour-long informal sessions.



THE LTC FACULTY AND LEADERSHIP DEVELOPMENT LIBRARY

is a collection of books covering a wide variety of professional and leadership development topics. You can find these books on the shelves located across from the Blend. Most of our books can be borrowed by checking them out from the circulation desk on the first floor of Roesch Library. You can also find the books by searching the Roesch Library Catalog.

This is a list of the most recent additions to the Faculty Development Library.

From Brain to Mind: Using Neuroscience to Guide Change in Education, *James E. Zull*

Getting Culture: Incorporating Diversity Across the Curriculum, *Regan A. Gurung and Loreto R. Prieto*

The New Digital Shoreline: How Web 2.0 and Millennials are Revolutionizing Higher Education, *Roger McHaney*

Outcomes-Based Academic and Co-Curricular Program Review, *Marilee J. Brescian*

The Prudent Professor: Planning and Saving for a

Worry-Free Retirement from Academe, *Edwin M. Bridges*

Teaching Your First Class, *Carolyn Lieberg*

Women at the Top: What Women University and College Presidents say about Effective Leadership, *Mimi Wolverton, Beverly L. Bower, and Adrienne E. Hyle*

Big Questions, Worthy Dreams: Mentoring Young Adults in Their Search for Meaning, Purpose and Faith, *Sharon D. Parks*

Binge: What Your College Student Won't Tell You, *Barrett Seaman*

Creativity: Flow and the Psychology of Discovery and Invention, *Mihaly Csikszentmihalyi*

Millennials Go to College, *Neil Howe and William Strauss*

Teaching for Quality Learning at University, 2nd edition, *John Biggs*

Theory U: Leading from the Future as it Emerges, *C. Otto Scharmer*

Asking Questions: The Definitive Guide to Questionnaire Design – For Market Research, Political Polls, and Social and Health Questionnaires, *Norman Bradburn, Seymour*

Sudman, and Brian Wansink

Assessing Academic Programs in Higher Education, *Mary J. Allen*

Education and Identity, 2nd edition, *Arthur W. Chickering and Linda Reisser*

Learner-Centered Assessment on College Campuses: Shifting the Focus from Teaching to Learning, *Mary E. Huba and Jann E. Freed*

Answering the Call: African American Women in Higher Education Leadership, *Beverly Bower and Mimi Wolverton*

Inspired College Teaching: A Career-Long Resource for Professional Growth, *Maryellen Weimer*

The Female Vision: Women's Real Power at Work, *Sally Helgessen, Julie Johnson*

Discussion as a Way of Teaching, 2nd ed.: Tools and Techniques for Democratic Classrooms, *Stephen D. Brookfield and Stephen Preskill*

Helping Students Learn in a Learner-Centered Environment, *Terry Doyle*

Earth in Mind: On Education, Environment, and the Human Prospect, *David W. Orr* ■

CARMA: Research Methods Webinars

CARMA, THE CENTER FOR THE ADVANCEMENT OF RESEARCH METHODS AND ANALYSIS, is an interdisciplinary center devoted to helping faculty, graduate students and professionals learn of current developments in various areas of research methods and statistics. CARMA is a non-profit unit of the School of Business Administration at Wayne State University.

CARMA conducts Webinars on a variety of research methods topics and hosts a video archive of prior events. We extend an invitation to all interested UD faculty, staff, and students to participate in these events.

Each Webinar consists of an approximately 60 minute presentation followed by a 30 minute Q&A session. Each is presented by an accomplished expert in the area. Topics cover a range of basic and cutting edge research methods issues and areas. The sessions are suitable as an introduction to a topic, a refresher, continuing education, or for an area expert session as part of a graduate class in research methods.

Noon time sessions will have lunch and beverages available, while other times will have snacks and beverages. To register for these events or to gain access to the online archived recordings of prior

Webinars, please contact Lora Butcher at x93309 or lbutcher1@udayton.edu. ■



**Research Methods Education
for the Global Classroom**

UPCOMING LECTURES

All sessions will be held in LTC Team Space.

Friday, January 27
12:00-1:30 PM
Using Secondary Data to do Quality Research
Michael Hitt, Texas A & M University

Friday, February 24
(2 lectures)
#1 – 12:00-1:30 PM
Photo Elicitation as a Data Source
Anne Smith, University of Tennessee

#2 – 1:30-3:00 PM
Ethnographic Writing
John Van Maanen, Massachusetts Institute of Technology

Friday, April 13 (2 lectures)
#1 – 12:00-1:30 PM
Meta-analysis and Structural Equation Modeling
Ron Landis, Illinois Institute of Technology

#2 – 1:30-3:00 PM
Conditional Reasoning and the Measurement of Power
Lawrence James, Georgia Institute of Technology

INSIDE THE STUDIO

Inside the Studio offers faculty the opportunity to improve their teaching by experiencing one of their peers “in action.” Several times each term, experienced faculty members are invited to conduct a class session of a course they normally teach with faculty from across the curriculum serving as their students. The class session addresses skills and information that are fundamental to the presenting faculty member’s discipline. Following the demonstration class, faculty discuss the presenter’s pedagogy and/or the material he or she taught that day.

SPRING, 2012 PRESENTERS INCLUDE:

David Wright, Biology
Jan. 31, 12:00-1:15, LTC Studio

Irene Dickey, Management & Marketing
Feb. 21, 12:00-1:15, LTC Studio

Susan Gardstrom, Music
Mar. 27, 12:00-1:15, LTC Studio



Molly Schaller (Counselor Education & Human Services)
<http://vimeo.com/31379047>



Margaret Pinnell (Mechanical & Aerospace Engineering)
<http://vimeo.com/32913643>



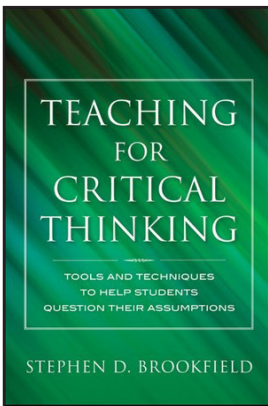
Steve Wilhoit (English, LTC)
<http://vimeo.com/29606180>
<http://vimeo.com/29746010>

READING GROUPS

Teaching for Critical Thinking by Stephen Brookfield

Facilitated by Elizabeth Harrison
(LTC, Office of Student Learning Services)

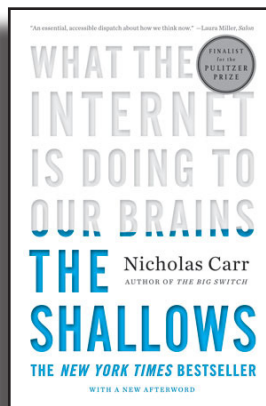
Stephen Brookfield's newest--and brand new--book promises to help readers explore critical thinking: what it is and why it's important, how students learn to use it, general principles and applications to different disciplines. Join us for engaging discussion of Brookfield's and your own ideas about teaching critical thinking. ■



The Shallows by Nicholas Carr

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

Faculty frequently lament that students fail to complete assigned readings or to think deeply and critically on their readings. But this is true for faculty as well. As Nicholas Carr describes in his recent book "The Shallows", we are all exposed to a digital media-rich environment where deep reflective reading and thinking is marginalized. How do we live a balanced productive scholarly life that leverages the benefits of technology, when immersed in an over-abundance of digital distractions? How can we help students learn in this environment? ■



HOW TO IMPROVE YOUR COURSES WITH STUDENT FEEDBACK:

Sign Up for the Midterm Instructional Diagnosis

Need some insight into your students' thoughts about your class and how you can help them learn? Try the Midterm Instructional Diagnosis (MID). This is offered each semester to all faculty and results can be insightful; the MID provides the feedback to instructors on what is working in a class and what needs to improve. Students have praised the process because it communicates faculty interest in their learning. The process is voluntary, confidential and formative. The deadline to submit a MID request for the spring semester is **Friday, February 17**.

We also invite faculty who have had MID's performed in their own classes to step forward to help facilitate MID's for other faculty. We have a simple set of instructions which explains the entire process. The bottom line is that facilitating the MID is as powerful a learning experience as having the MID for your own course. It is not a large time commitment, but offers a powerful opportunity to improve your own teaching vicariously through hearing students talk about learning. Let us know if you would like to join the list of MID facilitators.

If you have any questions, please contact Lora Butcher at lbutcher1@udayton.edu or call 229.3309. More information on the MID and a request form can be found at:

<http://LTC.udayton.edu>.

DISCUSSION DATES

THURSDAYS, 10-11 AM
LTC Forum

Attend as many as desired:

Feb. 2	Mar. 22
Feb. 16	Apr. 5
Mar. 8	Apr. 19

To register, please contact
Lora Butcher at lbutcher1@udayton.edu or call 229.3309.

DISCUSSION DATES

WEDNESDAYS, 9-10 AM
LTC Meeting Space

Attend as many as desired:

Feb. 8	Mar. 21
Feb. 22	Apr. 4
Mar. 7	

To register, please contact
Lora Butcher at lbutcher1@udayton.edu or call 229.3309.

A copy of the book (hardcopy or electronic) is provided to members of the reading group, courtesy of the Ryan C. Harris Learning Teaching Center, Office of Faculty and Leadership Development and the Office of the Provost.

FACULTY EXCHANGE SERIES

The Faculty Exchange Series (FES), introduced in the fall of 1998 and sponsored by UD's Faculty Development Committee, is facilitated by faculty and staff from our campus community and provides opportunities for exploration of issues and topics important to UD faculty. The subjects and topics are generated and hosted by faculty and staff through a proposal process. Topics range from instructional issues to programmatic, curricular, scholarship, or campus life issues – anything that would foster faculty growth and professional development, and enhance the quality of work life. We hope you take these opportunities to discover what the LTC has to offer you and your students.

To attend one or more of these sessions, please contact Lora Butcher at 229.3309 or lbutcher1@udayton.edu.

ALL SESSIONS
ARE FROM
12:00-1:15 PM
IN THE LTC
FORUM. LUNCH
PROVIDED.

DESIGNING A SENIOR CAPSTONE COURSE

HOSTED BY Natalie Florea Hudson (Political Science)

DATE Thursday, January 26

There is considerable and mounting evidence that a senior culminating experience can play a transformative role in student learning. The senior culminating experience is identified by the National Survey of Student Engagement (2007) as one of four high-impact learning activities with demonstrable results. At the University of Dayton, new CAP guidelines now require all departments to develop some sort of senior capstone experience that will “provide students the opportunity to engage, integrate, practice, and demonstrate the knowledge and skills they have developed in their major courses and which reflect learning outcomes associated with the Habits of Inquiry and Reflection. The capstone will provide students the opportunity to engage in the scholarship, activity and/or practice of their major field and further the students’ understanding of their chosen vocation, career or profession.” This FES will explore the curricular design of a senior capstone experience in line with these learning outcomes.

SEXUAL ASSAULT: WHAT FACULTY AND STAFF NEED TO KNOW

HOSTED BY Jennifer Bodnar (Sexual Violence Prevention Education)

DATE Wednesday, February 1

The program on sexual assault will introduce Jennifer Bodnar, The University of Dayton’s Coordinator for Sexual Violence Prevention Education. The discussion will focus on how faculty can assist in sexual assault prevention efforts.

UD’S MARIANIST HISTORY

HOSTED BY Sheila Hassell-Hughes (English), Fr. Joe Kozar (Office of the Rector), Tina Manco (Center for International Programs), Jason Pierce (Political Science), Fran Rice (Roesch Library), Carolyn Roecker-Phelps (Psychology), Joseph Saliba (Provost), Molly Schaller (Counselor Education and Human Services), and Lori Shaw (School of Law)

DATE Tuesday, February 7

The University of Dayton is not unlike other mission-driven institutions that seek to balance history with current day pressures. Does our Marianist history

have a role to play in the ways that we organize and direct ourselves today? This panel presentation will explore this question as we walk through the lessons we have learned from the lives of the Marianist founders, Blessed William Joseph Chaminade, Marie Thérèse de Lamorous and Adele de Batz de Trenquelléon as we prepared for and engaged in a trip through France and Spain visiting our founders’ birthplaces, homes, worksites and their communities of followers today.

BRAIN FRIENDLY LEARNING AND TEACHING

HOSTED BY Dude Coudret (Student Learning Services)

DATE Tuesday, February 8

What exactly happens in the human brain when we learn? Do you teach or facilitate learning in ways which compliment and support how the brain works? In this highly interactive session, participants will explore the biology of learning, contemplate current research, grapple with applications in learning design and experience brain friendly strategies and techniques. Session participants will leave with resources, techniques and strategies which can be implemented immediately!

EDUCATION FOR LIVES OF REASONED ACTION: AN APPROACH TO COURSES IN PRACTICAL ETHICAL ACTION

HOSTED BY Patricia Johnson (Alumni Chair in Humanities) and Bro. Ray Fitz (Fitz Center)

DATE Thursday, February 16

The presenters will share the results of an interdisciplinary faculty seminar on “lives of reasoned action.” This seminar will explore how the interdisciplinary conversation evolved and the development of the learning tools which resulted from the seminar. The seminar developed some practical ways which Catholic social teaching can be integrated into courses of practical ethical action. Presenters will report on experimental courses using these learning tools, and copies of the learning tools will be available.

STUDENT COMMUNITY SERVICE: ADDRESSING LIABILITY AND RISK MANAGEMENT

HOSTED BY Kelly Bohrer (Center for Social Concern), Joanne Troha (Fitz Center), and Robin Oldfield (Environmental Health & Safety/Risk Management)

DATE Friday, February 24

Do you ask students to do service for your course? How about for your LLC or departmental programs? Are you an advisor of a student organization which does community service? Do you have students working with children? If you answer “yes” to any of these questions, this session will provide the information you need to manage risk and liability for such activities. During this session, we will highlight what the risks and liabilities are and how to approach them for students volunteering in our community. We will also discuss examples of how the Fitz Center for Leadership in Community and the Center for Social Concern work with these issues. Robin Oldfield, Director of the Environmental Health and Safety/Risk Management office, will also share insight and information.

GOOGLE AND MOBILE APPS FOR FACULTY

HOSTED BY Hector Escobar (Roesch Library) and David Wright (Director, Curriculum Innovation & E-Learning)

DATE Wednesday, March 7

Faculty live two lives. One is formed by academic discipline structures and the other is a technological world driven by society and forms the context for student culture. Technology is sometimes the common thread that binds these two worlds. Learn what our students are using in their everyday lives and see how this technology can improve efficiencies in our own busy lifestyles. In this session faculty will learn about mobile devices which connect our campus to Google Apps as well as other mobile applications that are designed to make faculty lives more effective and efficient. Faculty will learn about syncing their mobile devices to their Google accounts so that both email and calendar functions no longer require desktop computer access. A top ten list of applications and Web sites will be showcased in addition to discussion of mobile access.

STRATEGIES FOR PREVENTING AND RESPONDING TO PLAGIARISM

HOSTED BY Ann Biswas (English)

DATE Thursday, March 15

As students' access to online information has grown and technology has simplified how they use and share that information, plagiarism continues to be a problem across the disciplines. In this session, learn strategies for approaching plagiarism proactively rather than only punitively. Hear about the different types of plagiarism, why they occur, and how we can best build a sense of academic community in the classroom and a respect for individual scholarship. Approaches will be discussed for using assignments, activities, and technology in ways which improve academic integrity.

In addition, we'll discuss ways to more effectively respond to students who plagiarize, particularly in light of this generation's changing notions of originality and authorship.

CONTINUING LEARNING AND LIVING IN THE STUDENT NEIGHBORHOOD WITH THE SEE SPECIAL INTEREST HOUSES

HOSTED BY Kelly Bohrer (Center for Social Concern), Bob Brecha (Physics), Shawn Cassiman (Sociology, Anthropology, & Social Work), Kurt Hoffmann (Facilities Management), Michelle Pautz (Political Science), and SEE House students

DATE Tuesday, March 20

For 2011-12 academic year, the Sustainability, Energy and the Environment (SEE) Initiative is supporting four special interest houses (SEE Houses) in the student neighborhood for students who are interested in living sustainably and who are committed to building and being in community together in the student neighborhood. These “Green Living” communities provide a chance for the residents to live out their values and to educate other students about the importance of conserving energy, reducing waste, and living sustainably. In this FES we will focus on how we are linking the SEE Houses with the academic unit (SEE Initiative and SEE Minor).

MEET UD'S COMMUNITY ARTIST IN RESIDENCE: THE DAYTON CONTEMPORARY DANCE COMPANY!

HOSTED BY Susan Byrnes (ArtStreet), Debbie Blunden Diggs (Artistic Director of Dayton Contemporary Dance Company), Crystal Michelle (DCDC Arts & Education Curriculum Coordinator, & DCDC/UD Residency Liaison), Sharon Gratto (Music), Marilyn Fischer (Philosophy), and Molly Sexton (Coordinator of Integrated Learning & Living & English)

DATE Thursday, March 22

Since Fall 2010, the Dayton Contemporary Dance Company (DCDC) has served as UD's “Community Artist in Residence”, an appointment sponsored by the Office of the Associate Provost for Academic Affairs and Learning Initiatives (coordinated by ArtStreet), and the College of Arts and Sciences. What does it mean to be a community artist in residence on a college campus? DCDC has served our campus community through classes, class visits, workshops, symposia, and formal and informal performances. The company has collaborated with students, faculty, staff and visiting artists. This session will provide a look at DCDC/UD interaction and impact. We will also engage in discussion about the possibilities of dance to educate across academic boundaries.

The Faculty Development Committee consists of Janet Bednarek (History), Deb Bickford (Office of Provost/LTC/SBA), Rebecca Cochran (School of Law), Chuck Edmonson (Engineering Technology), Hector Escobar (Roesch Library), Elizabeth Harrison (Student Learning Services), Janet Herrelko (Teacher Education), Sawyer Hunley (Office of the Provost/LTC/SOEAP), Christian Kiewitz (Management and Marketing), Jason Pierce (Political Science), Jayne Robinson (Biology), Molly Schaller (Counselor Education & Human Services/LTC Fellow), Steve Wilhoit (LTC/English), David Wright (UDit/LTC/Biology), and Lora Butcher (LTC).

ANNOUNCING NEW SERIES SPRING 2012: CLASSROOM STRATEGIES FOR DIVERSITY AND INCLUSION

This Spring, faculty will have three opportunities to engage in sessions designed to foster dialogue and reflection to develop concrete classroom strategies for promoting diversity and inclusion. Details will follow during the spring semester; this article is meant to make you aware of the coming events.

SESSION 1: STRATEGIES FOR FACILITATING A HEALTHY CLASSROOM CLIMATE WHEN ADDRESSING POTENTIALLY SENSITIVE OR EXPLOSIVE TOPICS INVOLVING RACE, ETHNICITY, AND/OR GENDER.

A panel of UD faculty will share concrete strategies they employ in the classroom to address rather than avoid issues of difference. Date: early February, more details to come.

SESSION 2: INTERACTING WITH THE UNIVERSITY OF MISSOURI INTERACTIVE THEATRE TROUPE .

On March 19 and 20, the Missouri University Interactive Theatre Troupe, led by Professor Suzanne Burgoyne, will present four separate workshops at UD to explore

issues of difference. After performing a brief scene for the participants, the actors remain in character and engage in dialogue with the audience. Following small-group discussion, the actors will re-enact the scene, with volunteers from the audience. The troupe will perform two separate scenes, each repeated twice.

Participants are expected to walk away from this event with ideas and strategies for how to hold productive difficult conversations rather than to avoid or try to neutralize them. Difficult conversations hold the key for progress; faculty members have the potential to help improve significantly their classroom climate for inclusion. Dates: March 19 and 20, 2012, more details to come.

SESSION 3: FOLLOWING UP.

Based on feedback from sessions 1 and 2, a third session will take place in early April, tailored to needs identified in the first two sessions. Date: early April, more details to come. ■

LEADERSHIP UD

Within the context of our Catholic and Marianist traditions, Leadership UD is designed to cultivate leadership capabilities and a leadership mindset among high interest/high potential University of Dayton faculty and professional staff, regardless of their career path or current position. A combination of faculty and staff (up to 26 total per year)

are nominated by Vice Presidents and Deans to participate. Programming for the first year of Leadership UD takes place over the fall and spring semesters; the group meets ten times in a seminar setting in addition to an overnight kick-off retreat in September. Programming is led by a Development Team of fifteen dedicated past cohort members.

Nominations are accepted in February. If you are interested in learning more about the program, visit <http://ltdc.udayton.edu/lud> or call Mary Gaible at 229.5670. Interested in being considered for our thirteenth cohort? Let your supervisor or chair or dean know. They will be making their selections in February. ■

CALL FOR PROPOSALS

The deadline to submit a FES proposal for Fall 2012 is **Friday, March 16, 2012**. If you have any questions, please contact Lora Butcher at lbutcher1@udayton.edu or call 229.3309. More information on the FES and the request for proposals can be found at: <http://LTC.udayton.edu>

Confidential Consultations

Staff and faculty working in the LTC are available for one-on-one confidential consultations on a wide variety of teaching and learning topics:

E-MEDIA:

John LeComte – 229.2676

IT TRAINING:

Mike McClure – 229.2137

E-LEARNING:

Ryan Allen – 229.2233

STUDENT LEARNING SERVICES:

Beth Harrison – 229.3383

FACULTY DEVELOPMENT & CURRICULUM INNOVATION:

Beth Harrison – 229.3383

David Wright – 229.4604

Steve Wilhoit – 229.5317

Diversity Across the Curriculum (DAC) Workshop

By Dr. Patricia Johnson (Alumni Chair in Humanities)

“I really enjoyed the cross-disciplinary discussions.” “I have greater insight into the disciplinary dynamics when it comes to better addressing diversity.” “It has been interesting to hear about the different strategies used by professors from other disciplines.” “The urgency of this work becomes more evident.” These are some of the comments offered by participants in the Diversity Across the Curriculum Workshop.

The DAC Workshop, developed by Dr. Patricia Johnson, began in the Fall of 2010 with an LTC Innovation Grant and continued in the Fall of 2011 with support from the Provost Office and the College of Arts and Sciences.

The workshop is designed to provide faculty with resources and opportunities for conversation as they address the University's diversity learning outcome for the undergraduate curriculum.

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. (CAP Academic

Senate, April 2010)

Each Monday during the Fall semester, faculty come together for 75 minutes to address specific topics and to share readings and pedagogical approaches. One of the goals of the workshop is to provide a space in which faculty can share openly and so develop relationships with others who can be called upon for further learning and support. The series begins with discussions of the ways in which we conceptualize and experience diversity and of how diversity is situated at UD in relationship to the Catholic and Marianist identity of the University and the demographics of the University community. As James A. Anderson emphasizes in *Driving Change through Diversity and Globalization*, discussions about diversity are embedded in particular institutions. The character of the institution greatly influences the conversations that take place.

A number of sessions are devoted to exploring and evaluating instructional materials and pedagogical approaches that are aimed at enriching courses. Some of the focus is on content and the importance of gaining knowledge. But the sessions also explore ways of providing students with experiences that can help them develop self-understanding of their own identity as well as empathy with and appreciation for people whose life experiences and situations are quite different from their own. Faculty present examples of exercises, activities, and

assignments that they have used or are planning to use and exchange suggestions for improving and implementing these. Playing BARNGA, a simulation game on cultural clashes, provided one group with great fun!

Faculty also reflect on and discuss ways to design curriculum and specific courses in order to address the developmental processes that are part of a trajectory towards intercultural sensitivity and maturity. The group of faculty who participated in the 2011 workshop identified goals for introductory, mid-level, and upper-level courses and discussed how various majors might map diversity skills so that the developmental process is a focus throughout the curriculum.

During the final sessions of the workshop, faculty present redesigned courses, new courses, or possible curricular innovations. A few of these include: ways

to align and introduce developmental goals into SOEAP courses, modifications for Abnormal Psychology to include the use of psychiatry to suppress dissent, revisions of Philosophy of Science, augmentations to Introduction to Anthropology to question the idea of difference as something given, and the inclusion of more religious diversity in some Religious Studies courses.

At the end of the workshop, faculty have the option of applying for a small grant to support the development of opportunities for sharing what they have learned with their departments and units.

In the Fall of 2012, the workshop will be co-facilitated by Dr. Denise James and Dr. Patricia Johnson. Watch for a call for participants in the Spring. ■

PART-TIME FACULTY WORKSHOP

This spring's Part-Time Faculty Workshop, sponsored by the Faculty Development Committee, will be held on **Saturday, March 10, 2012**. It begins at 8:30 a.m. with a continental breakfast in the Ryan C. Harris Learning Teaching Center with the morning sessions beginning at 9:45 a.m. Those sessions are: *Assessment Methods* and *Google Calendar*. Details of the sessions are still being finalized, and a letter of invitation and program will be distributed in January.

For more information, please contact Lora Butcher, Faculty Development Coordinator, at lbutcher1@udayton.edu or 229.3309. ■

E-LEARNING SESSION DESCRIPTIONS

E-Learning Seminars allow faculty to develop skills in creating and delivering technology-enhancements and online learning experiences for their students. In many cases the sessions include hands-on training experiences. To register for these sessions, please contact Lora Butcher at 229.3309 or lbutcher1@udayton.edu. Noon time sessions will provide lunch and beverages, while other times will provide snacks and beverages. ■

ISIDORE 101 – A HANDS-ON WORKSHOP

Facilitated by Leah Bergman

Are you ready to take your class online or supplement your classroom activities with Isidore? This one hour starter session will introduce users to Isidore, the campus learning management system, and cover the basics for getting started. Users that are new to the system are strongly encourage to complete this session before taking the Isidore 201 session.

ISIDORE 201 – A HANDS-ON WORKSHOP

Facilitated by Leah Bergman

Once you've learned the basics through the Isidore 101 training session you'll want to move onto this class to learn how to make use of some of the more useful tools in the system - including the Assignments Drop box, online Gradebook, and Discussion Forums tools.

TEACHING VIRTUALLY WITH COLLABORATE

Facilitated by Jerry Timbrook

Collaborate, previously named Elluminate, is a synchronous online learning and collaboration tool. Students join a virtual classroom, interact, following PowerPoints, annotate a whiteboard, poll the class, and chat through computer audio. Could this work for your class? Come and find out.



SPOTTING AND PREVENTING PLAGIARISM

Facilitated by Leah Bergman

How and why are your students plagiarizing papers? What can a busy instructor like yourself do about it? Come to this informative session and learn some tricks of the trade, prevention strategies, and how to use Turnitin.com – a simple online plagiarism detection service the University of Dayton subscribes to. Turnitin can detect the slightest use of plagiarized material by comparing submitted papers with previously submitted papers in its database, the Internet, as well as periodicals and journals. TurnItIn can now also be easily used within the Isidore Assignments tool. We'll show you how it works.

BOOSTING STUDENT ENGAGEMENT WITH CLICKERS

Facilitated by Jerry Timbrook

Are you tired of waiting until exam day to see how much your students are learning? Student Response Systems (SRS), or “clickers”, are becoming standard



equipment in many college classrooms. These handy tools allow instructors to get instantaneous feedback through electronic polling from a large audience. Come try them out for yourself and hear who's already using them on campus.

E-LEARNING UPDATE & IDEA EXCHANGE

Facilitated by Leah Bergman/Jerry Timbrook/Ryan Allen/Paul Dagnall

What is the E-Learning Lab up to and how do we decide what to work on? What updates can I expect to be in the next Isidore release? The E-Learning Lab will use these meetings to come together with faculty, discuss future plans, and find out where improvements can be made. It's important that faculty (and through them, their students) are involved in the future planning process.

GRADING WITH ELECTRONIC RUBRICS IN ISIDORE

Facilitated by Ryan Allen & Jerry Timbrook

The E-Learning Lab has recently added a new feature to the Isidore 'Assignments' tool that allows instructors to grade assignments with customized electronic rubrics. The E-Learning Lab will work with you to translate your rubric into a web-enabled form for quick score and comment entry. The session will demonstrate the use of this feature and discuss how faculty can begin using it in their classes.

ADDING AUDIO & VIDEO TO YOUR ONLINE COURSE

Facilitated by Leah Bergman/Jerry Timbrook/Ryan Allen



Are you looking to add some personality to your online course? Do you want to engage your students with different types of multimedia? If you want to learn how you can enhance your course with audio and video, come to this session and learn some creative ways to use podcasts and videos inside of various Isidore tools.

GETTING ACQUAINTED WITH THE ISIDORE GRADEBOOK TOOLS

Facilitated by Leah Bergman/Jerry Timbrook/Ryan Allen

You most likely know that you can keep track of grades for assignments and assessments submitted through Isidore by using the Gradebook tools within the system. Did you know that you can also enter grades for assignments completed outside of Isidore? Come to this session to learn the differences between the two Gradebook tools and how to configure the Gradebook tools for your class.

CREATING AND DELIVERING ONLINE EXAMS WITH ISIDORE

Facilitated by Ryan Allen



Have you wanted to offer an online exam but have been reluctant to do so? Offering exams online is a great way to save class time for other activities. During this session we'll go over all details and concerns regarding online testing. You'll learn how to build your exams in Isidore as well as how to configure the feedback and scores for students.

MANAGING ONLINE DISCUSSIONS WITH THE FORUMS TOOL

Facilitated by Ryan Allen

During this session, you'll learn how to use Isidore's Forums tool to establish a sense of community among students in your course. After the session, you'll be able to setup forums and topics in your course so that students can have engaging discussions about important course topics and can participate in active learning. Most importantly, you'll learn how to manage the forums so that students are getting the feedback and direction they need to succeed. ■

E-LEARNING SESSION SCHEDULE

To register for these sessions, please contact Lora Butcher at 229.3309 or lbutcher1@udayton.edu.

Noon time sessions will provide lunch and beverages, while other times will provide snacks and beverages.

JANUARY

Monday, January 23	12:00-1:00 PM, LTC Forum	Isidore 101 - Getting Started with Isidore
Tuesday, January 24	3:00-4:30 PM, LTC Team Space	Isidore 201 - Advanced Uses and Tools
Tuesday, January 31	3:00-4:00 PM, LTC Team Space	Boosting Student Engagement with Clickers

FEBRUARY

Thursday, February 2	12:00-1:00 PM, LTC Forum	Getting Acquainted with the Isidore Gradebook tools
Monday, February 6	12-1:30 PM, LTC Studio	Teaching Virtually with Collaborate
Thursday, February 9	12:00-1:00 PM, LTC Forum	Grading with Electronic Rubrics in Isidore
Wednesday, February 15	3:00-4:30 PM, LTC Studio	Creating and Delivering Online Exams with Isidore
Friday, February 17	12:00-1:00 PM, LTC Studio	E-Learning Update and Idea Exchange
Wednesday, February 22	3:00-4:00 PM, LTC Forum	Isidore 101 - Getting Started with Isidore
Thursday, February 23	12:00-1:30 PM, LTC Forum	Isidore 201 - Advanced Uses and Tools
Monday, February 27	12:00-1:00 PM, LTC Forum	Managing Online Discussions with the Forums Tool

MARCH

Thursday, March 8	12:00-1:00 PM, LTC Forum	Spotting and Preventing Plagiarism
Tuesday, March 13	2:30-4:00 PM, LTC Meeting Space	Teaching Virtually with Collaborate
Wednesday, March 14	2:00-3:00 PM, LTC Team Space	Adding Audio & Video to your Online Course
Wednesday, March 21	3:00-4:00 PM, LTC Forum	Grading with Electronic Rubrics in Isidore
Tuesday, March 27	12:00-1:30 PM, LTC Forum	Creating and Delivering Online Exams with Isidore
Friday, March 30	12:00-1:00 PM, LTC Studio	Boosting Student Engagement with Clickers

APRIL

Wednesday, April 11	9:30-11:00 AM, LTC Studio	E-Learning Update and Idea Exchange
Friday, April 13	12:00-1:30 PM, LTC Studio	Teaching Virtually with Collaborate
Tuesday, April 17	12:00-1:00 PM, LTC Team Space	Managing Online Discussions with the Forums Tool

E-LEARNING LAB OFFICE HOURS

Need help learning to use a new Isidore tool? Have a question about plagiarism? Interested in trying clickers in your class? We can help! Call or email us to schedule an appointment.

OFFICE HOURS: Monday - Friday, 8:30 AM to 5 PM

ARE YOU OFF CAMPUS?

No problem. Call us at 229.5039.

The E-Learning Lab is located in suite 38 in the Learning Teaching Center. And on the web at <http://learn.udayton.edu>.

GRADE WITH RUBRICS IN ISIDORE

By Ryan Allen (Curriculum Innovation and E-Learning, LTC/UDit)

The E-Learning Lab recently added a new feature that allows instructors to grade assignments with customized electronic rubrics. If you are currently using a paper rubric to grade student assignments in your classes, and would prefer to save time (and paper) by moving online, this may be the solution for you. The E-Learning Lab will work with you to translate your paper rubric into a web-enabled form for quick score and comment entry. The online forms can be utilized in a number of tools throughout the Isidore learning management

system but it was built exclusively for the Assignments tool. Instructors can easily fill out their online rubric with scores or typed comments. These

rubrics can automatically sum scores, calculate averages, and handle weighted categories. The instructor can choose whether or not they want their students to

see the completed rubrics on a user-friendly webpage once they've been completed. The results of these rubrics are confidential.

The E-Learning Lab will be running a session on this topic a number of times throughout the Spring Semester. Please see page 13 for the session times. You can also contact the E-Learning Lab directly for more information at 229-5039 or e-learning@udayton.edu.

Key Aspects Covered (70 Max.)	Excellent	Good	Average	Fair	Poor
Early years and family influence: (parents, family members, early experiences) 10 pts.	C	C	C	C	C
Comments:					
Career development: (early career development, role models mentioned, significant events) 10 pts.	C	C	C	C	C
Comments:					
Leadership style: (supported by facts and examples - link to text/course)	C	C	C	C	C
Comments:					

GOOGLE APPS TRAINING

Now that the successful deployment of UDmail and UDCalendar has been accomplished, the IT Training department stands ready to take faculty, staff, and students to the next level with follow-up training.

Over the next several months, a variety of Google training opportunities will be available in the Ryan C. Harris Learning Teaching Center. Classes include 60 minute one-one-one consulting sessions, topic-specific instructor-led classes, and Human Resources-hosted "Brown Bag" sessions focused on improving productivity and efficiency.

Be sure to check the Porches Campus Announcements channel on a regular basis for current training information and updates. You can also visit the Porches Google group to sign up for a session. The link can be found in the Group News section under the heading "Schedule a training appointment slot". The link will allow you to view the available consulting time slots, superimposed over your own calendar.

And we're not stopping with just Google... The IT Training Department will continue teaching classes for the Every Citizen Online initiative at River Campus, offer training sessions on topics such as Porches, computing basics and using Atomic Learning. We will also continue to offer IC3 (Internet and Computing Core Certification) and MOS (Microsoft Office Specialist) computer certification opportunities. Visit the IT Training web site for more information:

<http://community.udayton.edu/provost/it/training/>

Start the New Year out right! If you have any questions regarding upcoming training opportunities, please contact the IT Training Department at 937-229-2137 (9-2137 on campus) or by email at training@udayton.edu.



MEDIA ARCADE PROVES TO BE A GREAT RESOURCE FOR SERVICE LEARNING

By John LeComte (Senior E-Media Specialist, LTC Media Arcade/UDit)

Most people are familiar with the three R's. At the Media Arcade we talk about the three C's: Concept, Collaboration and Completion. Although there is usually an important need for a video or multimedia project there is frequently little understanding of how to get it done. That's where the three C's can help explain a simple way of approaching multimedia projects.

First, the concept: As an example, Joanne Troha (Fitz Center for Leadership in Community) knew of a service learning project involving a Dayton school (Edison preK-8 School) that was seeking a way to create a video to promote student good behavior.

Second, the collaboration: Troha

brought together Irene Dickey (Management and Marketing), her UD students and the Media Arcade.

Thirdly, the completion of the project: The forty- one students in Dickey's MGT 455



“Marketing Planning and Strategy” meet with the Edison school students three times to learn about the school rules. Following a tutorial on the basics of videotaping and editing from the Media Arcade, five groups of UD students created videos showing how the preK-8 students should

behave at school during arrival, dismissal, in the hallway, at lunch, recess, and even when going to the restroom.

“What an amazing product,” said Dickey. “This video really sends the message and speaks to the kids!”

Most of the groups used video cameras loaned from the circulation checkout desk in Roesch Library. One group used an iPhone. Getting the video off the cameras and phone proved to be tricky for most of the

students, but their time in the Arcade to learn how to do this was well spent.

MaryBeth Okorn, one of the seniors in the class, appreciated the assistance available for the project. “People were very supportive,” said Okorn. “The Media Arcade has been a great addition to the LTC.” ■

Media Arcade Services

- Videotaping and editing
- Student video projects
- Emerging technology exploration
- Computer and media consultation
- Media duplication and conversion (e.g. VHS to DVD)
- Video streaming
- Film broadcasting for online and traditional classes
- Video and Web conferencing

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 2012 reservations begin April 16.

Contact 229.4898 or use the reservation link at <http://LTC.udayton.edu> to schedule your events.

DID YOU KNOW?



THE MEDIA ARCADE IS ABLE TO SHOW FILMS ONLINE FOR YOUR CLASSES? SAVE CLASS TIME BY HAVING YOUR STUDENTS SIMPLY CLICK ON A LINK VIA ISIDORE! EMAIL JLECOMTE1@UDAYTON.EDU WITH YOUR REQUESTS (PLEASE ALLOW TWO WEEKS FOR SCHEDULING).

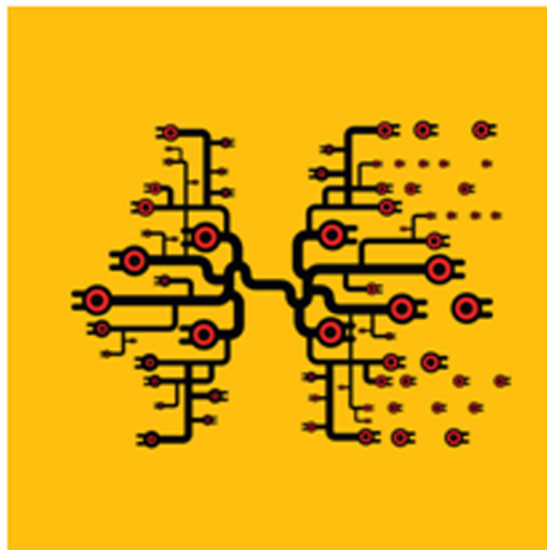
"FACULTY SALON" AND "SCIENCE FRIDAYS" EXPLORING NEW OPPORTUNITIES AT THE INTERSECTIONS OF TRADITIONAL DISCIPLINES

Beginning this spring 2012 semester, a series of Friday afternoon discussions will be hosted jointly by the "Science Friday" and "Faculty Salon"... two groups fostering the exploration of new areas of scholarship and learning at the intersections of traditional disciplines. Science Fridays had been hosted earlier this academic year by Peter Powers (Physics and Bro. Mann Chair), Mark Nielsen (Biology and Sigma Xi) and Al McGrew (Geology and CAP Science Coordinator). The Faculty Salon is a new group created by the Faculty Development Committee with the similar desire to create a forum for the open exchange of new and topical ideas that span and connect disciplines. In combination, both groups will sponsor discussions for faculty and staff to attend – to explore and develop a new understanding of topics of potential wide interest.

"Only connect! This was the whole of her sermon. Only connect the prose and the passion, and both will be exalted... Live in fragments no longer!"

– E. M. Forster

Look for announcements for individual sessions during the spring 2012 semester. Forward ideas for suggested discussion topics to David Wright at 229.4604 or dwright1@udayton.edu. ■



LTC WRITE PLACE

MISSION

The physical updates to the Write Place office space will only further help to drive the Mission. The Mission of the Write Place is one of service: writing consultants appreciate the uniqueness of individual learners and work with all students in their efforts to become better writers. Write Place consultants encourage, guide, and support student writers on any writing assignment and at any stage of the writing process. While many first-year students use the service, helping them to gain some confidence as a new college-level writer, the Write Place also serves upperclassmen and graduate students. Students are encouraged to use the Write Place during any phase of their writing assignment: prewriting, writing, and revising. Students often benefit most when they meet with a writing consultant during the early phases of their writing process.

DIGITAL DROP-OFF

The Write Place offers an online support option for students as well called Digital Drop-Off (DDO). DDO is accessible through the Write Place web site at:

http://community.udayton.edu/provost/aali/ltc/writing/writeplace/digital_dropoff.php

Students may use the DDO service as often as they like. Consultants will offer comments on content, organization and grammar. Students can expect a response to their paper within 48 hours. A LDAP username and password are required to use this service.

FACULTY SUPPORT

While the Write Place is a student service, its Mission of service extends to all on campus. Faculty are encouraged to schedule a classroom visit from a Write Place consultant. Write Place consultants visit classes to explain the benefits of a writing consultation session. These visits generally last about 5-10 minutes and help to clarify questions and concerns that some students may have about the service. A syllabus statement is available for faculty to use, succinctly identifying the Write Place mission, office hours and location. This statement is available on the web at: <http://community.udayton.edu/provost/aali/ltc/writing/writeplace/faculty.php>.

FOR MORE INFORMATION

If you would like more information about the Write Place or to schedule a classroom visit, please contact Christina Klimo, Write Place Coordinator, cklimo1@udayton.edu or 229.2068. ■

LEARNING & TEACHING TIPS JUST DON'T SIT THERE

By Dude Coudret, Ms.Ed (Assistant Director, Office of Student Learning Services)

Growing up, I remember my parents watching the Hour of Power on television. The show was hosted by internationally-known Christian Minister, Robert Schuller, founder of the Crystal Cathedral. To this day, I have never forgotten a message I overheard from one of his Sunday morning sermons. I can recall Schuller saying in his echoing voice, “Just don’t sit there, do something!” This simple yet powerful phrase was encoded in my brain that morning, and it is still there today.

As a kid, when I first heard this phrase, I certainly wasn’t thinking about its implications for learning and teaching. However, as I reflect on my education, current research, and my approach to college classroom instruction, I can see the relevancy in those six little words – just don’t sit there, do something!

Your brain is just about 2% of your body weight, but it requires over 20% of your total nutritional (oxygen and glucose) intake. What may come as an even greater surprise is that during complex thinking, the type of thinking we want to happen in our classrooms, our brains require even more nutrition! The good news: just a few minutes of movement helps oxygenate the blood heading to our brains, which helps us engage in the learning and teaching at hand.

So as instructors, we need to ask ourselves if we provide students (and ourselves) with opportunities to move during classroom instruction. Here are three strategies that can be incorporated into almost any classroom experience.

- **Find a Partner and...**

Have students find a partner who is not sitting next to them. Ask these student pairs to find a space in the room to work on designated discussion questions or a task. Variations: Assign partners, spaces, or variations of tasks or questions.

Example: Find a new partner and discuss the reading from pages 312-314. Be sure to identify at least two significant concepts and two questions that you and your partner have about this section.

- **Class Climate**

Ask the class a question and give 3-4 possible answers. Have students choose the answer that best fits their understanding or belief, then move to a designated spot in the room to join others who chose the same answer. Ask each group to discuss, then list reasons they chose this answer.

Example: How many hours a week total should you be studying if you are taking 12 credit hours?

- 3 hours, move to the front of the room
- 6 hours, move to the back of the room
- 12 hours, move to the left side of the room
- 24 hours, move to the right side of the room

- **Group or Board Work**

Provide opportunities for students to form groups or to work on concepts/problems at the board. Even these short opportunities to move around can help increase engagement.

Example: Form a group of five and then find a board to work on in the room. With your group, create a concept map or diagram of the key concepts that we just discussed in class. After 10 minutes of preparation, be prepared to present your concept map to the class. Each group member must contribute to the presentation.

Looking for more tips to engage your students? Be sure to check out the Learning and Teaching Tips Channel on Porches, where a new teaching tip or resource is shared each week. This channel can be found under the Faculty tab. Staff members in the Ryan C. Harris Learning Teaching Center’s Office of Student Learning Services (SLS) are also happy to consult with faculty and staff regarding a variety of topics related to learning and teaching, such as:

- Active and cooperative learning
- Brain-friendly learning techniques
- Classroom management
- Disability and academic accommodations
- Syllabus and assignment design
- Inclusive Design (that is, making the learning in your class accessible to all learners)

Most importantly, don’t forget those six little words – Just don’t sit there, do something! And remember, moving increases engagement and primes our brains to learn. Questions? Thoughts? Contact SLS at 937.229.2066 or visit us on the web at <http://learningsevices.udayton.edu>. ■

COMING IN FALL 2012: SLS will become the LTC's OFFICE OF LEARNING RESOURCES

The LTC's Office of Student Learning Services will change its name to the Office of Learning Resources beginning in FA12. We are making the change because the new name will better reflect what we do. Over the years our work has expanded from supporting individual students to consulting with faculty, staff, and students about all manner of questions and topics related to learning. The broadened scope of our work reflects the trend in learning services and disability services around the country as we have come to understand that facilitating effective learning is everyone's responsibility. We hope that the new name will help you remember that we are here to work with you as well as your students.

So look for us in FA12 as the LTC's Office of Learning Resources or OLR. Although we will begin making some changes in online materials beginning in SP12, our location will not change and you can continue to contact us at learningservices@udayton.edu and disabilityservices@udayton.edu.

Watch for our formal (re)opening as OLR in August 2012! ■



WHAT'S ON DECK LEARNING SUPPORT FOR SPRING 2012

The LTC's Office of Student Learning Services (SLS) plans to offer course based learning support for the following courses through its Walk-In-Tutoring and Supplemental Instruction (SI) services. Schedules are finalized early each semester and posted to the SLS web site at <http://learningservices.udayton.edu>. Or contact SLS at 229.2066 for information.

WALK-IN TUTORING is available Monday – Thursday from 6:00 – 9:00 PM in Marianist Hall Learning Space. Supported courses include:

ACC 207, 208
BIO 101, 151, 152
CHM 123, 124, 313, 314
ECO 203, 204
MTH 114, 128, 129, 148, 149, 168, 169, 218, 219
PHL 103
PSY 101
PHY 201, 202, 206, 207
SOC 101

*Bi-lingual tutors now available in Spanish and Chinese (Arabic is coming soon)

SUPPLEMENTAL INSTRUCTION (SI) AND STUDY GROUP (SG) SERVICES will be known collectively as Supplemental Instruction (SI) beginning Spring 2012. The opportunity to participate in SI will be open to all students in selected sections of the courses listed below:

BIO 151, 152, 312
CHM 123, 124,
MTH 128, 129, 137
MTH 168, 169, 218, 219
PHY 202
CMM 202

New support we hope to add in Spring 2012:
BIO 312
CHM 313, 314

THE WRITE PLACE, which is managed by the LTC's Office of Writing, Research & New Media will continue to offer drop-in support for writing for all students on the 2nd floor of Roesch Library. Visit their web site for hours. ■



TESTING ACCOMMODATIONS FAQs

The Office of Student Learning Services (SLS) is a great resource for instructors with respect to testing accommodations for students with disabilities. If you are unable to make accommodations for your students, SLS staff can administer test accommodations on your behalf. In addition, we can help you problem solve accommodation issues that may arise. Below are some common issues that we would like to share with you.

Why is this student taking the test with SLS when I can provide accommodations?

We advise all students to speak with their instructor BEFORE scheduling tests with SLS as many instructors can provide necessary accommodations without involving SLS. This is the first reminder on the website where students make their formal request to schedule a test. That being said, SLS has no way to confirm that a student has talked with her or his instructor.

As a result, when a student makes a test scheduling request, we send the confirmation email that the test has been scheduled with SLS. In this email, we state that it is our assumption that the student has communicated with the instructor. Should a faculty member have a concern, feel that any test was scheduled in error, or believe the student did not communicate their accommodation needs, we encourage the faculty member to communicate directly with the student. If changes become necessary, we request that either the instructor or the student update SLS.

How can I coordinate accommodations for a pop quiz?

SLS would be happy to talk with individual instructors regarding options for coordination of accommodations in conjunction with a pop quiz. Depending on the nature of the quiz, there may be various options available however it is important to remember that test accommodations including extended time and assistive technology may apply for pop quiz environments just as they do for exams.

Why is this student testing at a different time from class?

In some cases, a student schedules a testing time different from

the class in order to ensure they can use their extended time accommodations without missing another class (if they have back-to-back classes, for example). SLS encourages all students to communicate this need to their instructor. If a student has not communicated with you regarding this need, you can follow up with the student to determine if they have a viable reason for the different testing time.

Why does SLS only offer tests at 8:30 am and 12:30 pm during finals week?

SLS administers a very large number of tests each day during finals week. We use block scheduling for a variety of reasons:

- To limit the distraction of students coming and going from the testing rooms, as limited distraction is one of the accommodations used by many students
- To maximize available space: SLS has limited space for testing so if some students start at 10 am, they take a seat for two testing periods
- To maximize efficiency of staffing: by starting all tests at 8:30 am and 12:30 pm, we can maximize our available staff to monitor all testing rooms

How “lenient” do I have to be with attendance as an accommodation?

Attendance is a difficult area to accommodate, which is why we suggest being “lenient” with class attendance policy. Any student who has this as an accommodation on their Self ID Letter should be communicating with their instructors regarding their difficulties with attendance. This is not a one-time discussion, but on-going communication when absences occur. Students are

advised that there are some classes where leniency is not an option because learning is significantly impacted when the student is not in class (e.g. lab work). Ultimately, it is up to the instructor and/or the department as to how lenient they can be with attendance. Their decision needs to be made in the context of the particular course and regular communication with the student.

Why do some extended times vary?

Some students will have 1.5 times and others will have 2 times for test accommodations. This is based upon the disability information that is presented by the student. Do you have concerns about extended time in testing? Please communicate with SLS.

What if I believe the accommodation will change the essential functions of the course?

Based on legislative guidelines, reasonable accommodations cannot alter the essential functions of a course. It is critical that instructors work within their department to identify the essential functions of a course, as this is a process that needs advanced planning. If assistance is needed, SLS is an excellent resource. Once essential functions are identified, instructors and/or departments can better determine if an accommodation would impact any essential functions of the course. This decision will take into account the department’s position as well as the accommodations requested. In some cases, accommodations can be modified. In other cases, an accommodation may not be advisable given the essential functions of a course. As a general rule, accommodations should be continued as listed in the Self ID Letter until a formal decision is made. ■

BOOK CHANNEL

Have you read anything lately about learning and teaching? Try one of our favorites!



Maryellen Weimer (2002). *Learner-centered Teaching: Five Key Changes to Practice*. Jossey-Bass.

In this very readable narration of her return to full time teaching after years as an administrator, Weimer shares her discoveries in the classroom as well as her broad explorations of research in learning and teaching. The book contains many strategies and techniques as well as a very useful annotated bibliography for further reading.

John Medina (2008). *Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School*. Pear Press.

Medina is a molecular biologist who distills recent brain research into twelve rules to help readers lead more effective and healthy lives. Each chapter introduces a “brain rule” that includes what researchers know about how the brain works in relation to a particular topic and implications for teaching and learning. Topics range from exercise (#1) and stress (#8) to attention (#4) and short and long term memory (#5 and #6). The supporting web site (<http://www.brainrules.net/about-brain-rules>) offers a wide array of supplemental materials including videos. ■

BY THE NUMBERS - FALL 2011



595

students were eligible for academic accommodations based on disability



281

students requested accommodations



68

students requested 398 textbooks in alternative formats

WALK-IN TUTORING

58 tutors worked with
466 client students in
1562 tutoring sessions for
60 different courses

Top 3 courses by number of sessions

- MTH 128
- MTH 148
- CHM 123

COURSES OFFERED THROUGH SLS

1 graduate student instructor facilitated **3** sections of DEV 055 Academic Renewal Course and Coaching for **32** students

3 staff instructors facilitated **3** sections of UDI 175 The Art and Science of Learning for **34** students

864 Total number of tests administered by SLS in Fall 2011

175 Total number of individual students who took tests administered in SLS

603 Regular tests were administered with accommodations throughout the semester

155 Individual students took regular tests with SLS in Fall 2011

261 Final exams were administered during finals week

123 Students took final exams with SLS during finals week

SUPPLEMENTAL INSTRUCTION & STUDY GROUPS

27 Leaders facilitated SI/Study Groups for 32 sections of courses in 8 departments

821 Individual students participated in SI/Study Groups in Fall 2011

4 Undergraduate and graduate mentors assisted SLS staff with professional development and supervision of leaders

NEW ASSOCIATE DIRECTOR FOR GRADUATE AND FELLOWSHIP ADVISING

LAURA T. COTTEN, M.Ed.



Ms. Laura Cotten is currently the Assistant Director of Admission and Assistant Director of Post Graduate Planning for Olin College of Engineering in Needham, Massachusetts.

Cotten received her undergraduate education at James Madison University where she earned a B.A. in anthropology in 2003. She later earned a masters degree in higher education administration from the College of William and Mary in 2009 where she served as a graduate intern in the Career Center and in the Office of Undergraduate Admission.

Cotten has been serving in her present positions for the past two years. As assistant director for post graduate planning, she has been instrumental in Olin's increasing success in supporting students in applying for and obtaining prestigious national fellowships and scholarships. She

brings a proven track record of successfully working with high-achieving students.

In 2010 seven students received the NSF Graduate Research Fellowship, three received honorable mention, three of four applicants received Fulbright fellowships and one student received a National Defense Science Engineering Graduate Fellowship. In 2011 16 students received NSF Graduate Research Fellowships. 2 received honorable mention, one student received a Fulbright and one student won a Goldwater.

As part of the prestigious fellowship applications process and in support of post graduate planning in general, Cotten has met weekly with numerous students to revise resumes, discuss internship opportunities,

scholarships, graduate schools and general career options. She has fostered relationships with graduate schools and coordinated Olin's first Graduate Fair Day, hosting 13 graduate schools on campus to meet with over 50 students.

These accomplishments, working only half time for the Office of Post Graduate Planning, demonstrate her outstanding organizational abilities and her ability to work collaboratively with both students and faculty to support student success.

The University Honors Program welcomes Laura Cotten to her new role facilitating all high-achieving students from across the University, inside and outside the Honors Program, to reach their fullest potential through postgraduate opportunities. ■

2011 FLYER FIRST DESTINATION SURVEY

Career Services is in the process of completing the May 2011 Flyer First Destination Survey, which tracks the success of May graduates. The survey tracks the progress of recent graduates (at both the undergraduate and graduate level) for six months after graduation. The Class of 2011 is doing well – preliminary results indicate that more than 93% of undergraduates have found a legitimate first destination

within six months of graduates (defined as employment of choice, admission into graduate or professional school, full-time volunteer service, or military service). This is an improvement from 2010, which saw an undergraduate "success" rate of 86%. The 2011 survey is based upon an exceptional 80.4% response rate from undergraduates and 57.2% response rate from graduate students.

Complete survey results will be published on the Career Services website at <http://careers.>

dayton.edu/Statistics/stats.asp as available. Career Services reports Flyer First Destination Survey data by overall summary for

average starting salary by academic program).

These reports also ensure that the university is in

compliance with the renewal of the Higher Education Act and are an important part of the student



undergraduates, overall summary for graduate students, summary by school or college, and detailed reports by school and college (including job titles and

recruitment effort. For more information on the Flyer First Destination Survey, please contact Jason Eckert, Director of Career Services, at 229.5537. ■

ASSISTING INTERNATIONAL STUDENTS

As the numbers of international students grow at the University of Dayton, instructors should reflect on how to best identify and support the learning needs of international students. Here are some suggestions offered by the staff of the Center for International Programs and the Ryan C. Harris Learning Teaching Center.

TALK WITH THE STUDENT

Ask if s/he will stay after class or come during your office hours to talk. Keep in mind that, depending on their cultural experiences this could make the student nervous because of your role as faculty. You can generally put the student at ease by letting her/him know that you just want to have a better understanding of their background. Building a relationship with the student is an important part of being able to identify the challenges that the student is facing. During the conversation, you can try to determine if the challenges in the classroom are due to language, lack of preparation for the content, unfamiliarity with the culture/pedagogy, homesickness, etc. Keep in mind that things like eye contact, response time, communication styles and establishing trust can all vary across cultures.

After you feel that you've had time to get comfortable, explain that you want to be sure the student is successful and that you would like to know how they feel they are doing in your class. If you have examples of their work, you might focus on that. Try to avoid yes/no questions in order to get more detail. For example, instead of asking "Do you understand the material?" ask, "What part of the material

we are covering in class do you find difficult? Why?"

CONSIDER THESE IN-CLASS SUGGESTIONS

Taping classes. Keeping up with lectures can be a challenge in the beginning due to the pace and use of examples from the U.S. cultural context. Many students use electronic translators to clarify meaning of words and phrases, which slows them down.

1. Consider creating a podcast of each class and uploading it to your Isidore course site or to iTunes U. The benefit of this approach is that all your students will have secure access to it. Students will be able to replay and more carefully analyze the classroom experience. Contact John LeComte (UDit) in the Media Arcade (jlecomte1@udayton.edu), which is located in the LTC on the ground floor of Roesch Library for more details on obtaining the equipment and skills used to create a podcast.
2. Ask students if they would like to record the class using their own device. Many smart phones have a recording function and the students could easily listen to it on their own apparatus.

Use Visual Methods. We are often able to reach out to English language learners by providing information in a variety of ways. Regardless of personal learning styles, language learners benefit from having information presented visually to complement the information that is very often presented orally. Learning a language involves making connections between images and sounds. Therefore, you can help English language learners in your



class by providing visual clues:

- Hand out or display outlines of the class session
- Provide transcripts of video or audio recordings, when available
- Write key words on the board
- Write proper names of people, places, companies, etc. on the board
- Use body language, facial expressions, and gestures to enhance communication

It is also important to ensure that students can see you, as watching someone's face as they speak often helps with comprehension. Encouraging international students to sit where they can see you would be helpful. Making alternative seating arrangements so that all students have a "front row seat", if at all possible, would be very desirable.

Provide clear expectations and instructions. Keep in mind that the classroom experience and expectations may be new to the student. Give written directions that are clear and concise. Make sure students understand what they need to do. You may want to provide a model assignment so that the student can see what you expect. It is also important to be clear as to how the student is going to be graded. You may want to use a rubric to explain the grading criteria. These methods can be beneficial for all students

and it may be appropriate to share them in class and/or through your Isidore course site.

Reflect on the use of cultural references. It is natural to use examples from our own experiences in our teaching. Textbooks and other supporting materials also include many examples. Sometimes these references are culturally based (e.g., U.S. sports and television) and are often new or unfamiliar to international students just arriving in the U.S. Try to explain these references when you use them. You may also wish to let international students know that you would appreciate it if they would alert you if they don't understand an example. At the same time, you may encourage international students to share examples from their culture. This is a good way to become more aware of the cultural references we use, and it gives domestic students a chance to learn from their international peers. Being more in tune to culturally-based references helps us develop greater intercultural sensitivity.

Engage Successful Peers. Students in the same class who are demonstrating success may be willing to help their international peers. You may ask an international student if having a peer partner would be beneficial. If so, many domestic students would like to get to know international students and would welcome the opportunity to assist. For example, the domestic student could be a "note-taking buddy" whereby the two students compare their notes and the domestic student adds information that the international student may have missed. It is important to ensure that both students are comfortable with the arrangement by talking to each individually, before pairing them up. This method can be beneficial to both international

and domestic students by providing opportunities for them to review class materials together while fostering intercultural relationships and competencies.

CONSIDER THESE OUT-OF-CLASS OPTIONS

Tutoring is available for many subjects. The Office of Student Learning Services (SLS), along with many other departments on campus, offers a wide variety of tutoring services to assist students in achieving academic success at the university. The schedule at this link lists many of these services: http://community.udayton.edu/provost/aali/ltc/learningservices/schedule_learningservices.php

Beginning in the fall of 2011, SLS has tutors on staff who can work with client-students in Chinese and Spanish (and soon, Arabic). They tutor directly in the courses for which they are qualified. They will also partner with other tutors on staff to help with language barriers throughout tutoring sessions in other disciplines. These bilingual tutors have a double role: to help ensure that clients understand the content and to help clients develop the English vocabulary and skills they need to function effectively in the course for which they're seeking tutoring. Bilingual tutors will be speaking English with the clients for most of the tutoring session. They will use the student's first language for clarification.

Write Place can help with feedback on papers. The Write Place can assist with a wide range of writing challenges. Students can visit in person during the Write Place hours of operation, or submit writing through the Digital Drop-Off Service. Write Place consultants

will spend 30 minutes on each document, offering comments about organization, content, and mechanics. Responses to papers can be expected within 48 hours. The consultants will not edit the paper for the student, rather make suggestions and comments on where to focus to improve the writing. Write Place is also in the process of hiring bilingual tutors (Chinese) and will notify the campus when this has taken place so faculty can encourage students to take advantage of the service.

Request an Early Alert Report (EAR). For faculty who identify an international student experiencing serious challenges, requesting an EAR through the Center for International Programs could provide helpful context in order to determine appropriate interventions. The EAR was designed primarily to consolidate information for concerned faculty members so that interventions might be more targeted and based on more than a singular reference point. To request an EAR, contact Harriet Brown, International Student Advisor, in the CIP (hbrown1@udayton.edu). This confidential report is shared with the initiating faculty member, and, if the student is experiencing challenges in other areas, with the other relevant faculty and staff. ■

Academic Affairs and Learning Initiatives (AALI) programs and services support the University mission by enhancing learning and teaching, promoting the professional development and engagement of students, faculty and staff, and integrating learning and living in community. As a partnership between seven University-focused areas, these offices and centers support the work of UD academic units and the UD campus learning environment. For more information, visit <http://www.udayton.edu/provost/aali/>.



Ryan C. Harris Learning Teaching Center
Ground Floor - Roesch Library
+1302

STANDER SYMPOSIUM

On April 18, 2012, the University of Dayton will sponsor the Brother Joseph W. Stander Symposium to recognize and celebrate academic excellence in undergraduate and graduate education. Named in honor of former Provost Joseph Stander, S.M., this annual 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.”

As an alternate day of learning, the Stander Symposium recognizes teaching and learning outside of the traditional classroom. For the Symposium, the typical class schedule is replaced with poster sessions, performances, exhibits, capstone course work, and oral presentations at venues throughout campus. Please consider how you can incorporate Symposium opportunities and activities into the courses you teach and encourage your students to participate.

HOW CAN STUDENTS PRESENT THEIR RESEARCH & CREATIVE ACTIVITIES?

Undergraduate and graduate students can present their work either individually or as a group. There are

two registration types: posters and presentations.

1. Poster – any discipline which can present their work in a poster or any other display-type format should register for the poster sessions.
2. Presentation – this category includes oral reports, panel discussions, visual arts exhibits, and live performances.

If you have questions about how your particular area can fit into one of these categories contact us at stander@udayton.edu.

HOW CAN STUDENTS NOT PRESENTING AT STANDER PARTICIPATE?

Non-presenting students are encouraged to attend as many activities as possible. Faculty may want to consider incorporating attendance to specific Stander events as a part of their course requirements. Check the schedule of events page for a complete listing. The abstract book will be available online prior to the symposium to assist in planning the day.

HOW DO STUDENTS & FACULTY REGISTER PROJECTS?

All projects must be submitted online through the registration site. Registration will be available beginning January 17, 2012; the deadline is March 12, 2012. ■

LEARN MORE AT STANDER.UDAYTON.EDU



2012 STANDER DATES

Check the website for additions and changes to Symposium events.

JANUARY 17, 2012

Online registration begins

MONDAY, MARCH 12, 2012

Deadline to submit project proposals

FRIDAY, MARCH 30, 2012

9 PM - *Force of Nature* film screening. The story of David Suzuki, this year's keynote speaker. ArtStreet Studio B

MONDAY, APRIL 16, 2012

12:05 PM - Red Mass, Immaculate Conception Chapel

7:30 PM - Keynote Address by Dr. David Suzuki, “*The Challenge of the 21st Century: Setting the Real Bottom Line*”, Kennedy Union Ballroom

TUESDAY, APRIL 17, 2012

8 PM - Celebration of the Arts: Opening Performance, Schuster Center

WEDNESDAY, APRIL 18, 2012

Is an alternate day of learning; standard undergraduate classroom-style classes will not be held.

9 AM to 5 PM - Poster Sessions, Presentations, Exhibits & Performances, RecPlex, Kennedy Union & Various Campus Locations

5-7 PM - Celebration of the Arts: Closing Visual Arts Exhibition & Reception, Gallery 249, College Park Center