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Fall 8-1-2005

LTC Newsletter

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LEARNING TEACHING CENTER

Ryan C. Harris

What is a Marianist Education?

Paul Benson, Associate Dean, College of Arts and Sciences

The Marianist Education Working Group was formed in February, 2005 by the Dean of the College of Arts and Sciences, in cooperation with the Deans from the professional schools and the Provost. The group's mission emerged from the Dean's winter address to the College faculty. That mission is to facilitate a campus-wide conversation about the purposes and substance of a Marianist education at UD.

The group will collaborate with all members of the university community in reflecting on how the common academic program for undergraduates should express these purposes in light of the question, "What is a Marianist education?" After many opportunities for consultation and response on the part of the university community, the working group will make recommendations at the end of the 2005-06 academic year about how best to give academic life to the University's Catholic and Marianist identity. These recommendations will be presented to the Dean of the College for consideration by the faculty and all those responsible for the university curriculum and co-curriculum.

The working group, chaired by Paul Benson, Associate Dean, College of Arts and Sciences, includes faculty representatives from each of the four sub-divisions of the College and from the Schools of Business Administration, Education and Allied Professions, and Engineering. Its membership will soon be expanded to include others with special responsibility for Marianist education and the University's curriculum.

Through June, the working group's primary activities have included:
- Building consensus on group mission and process;
- Assembling and studying key print resources on Catholic, Marianist education, liberal education, and general education;
- Applying for and participating in the Association of American Colleges and Universities' Institute on General Education (May 20-25);

Paul Benson, teaching in the Learning Space of Marianist Hall.

Marianist Education

- Developing a project plan and timeline through April 2006;
- Conducting interviews for and compiling an oral history of UD's General Education Program; and
- Planning for discussions to be hosted across campus in Fall Term, 2005.

The working group will host a series of open discussions during Fall Term to consider both the defining elements, practices, and characteristics of Marianist education and the implications of those features for the common academic program for UD undergraduates. The working group will also solicit feedback from each academic department and meet with a wide range of faculty, staff, and student groups.

Please consider attending the Marianist Education Working Group's Faculty Exchange Series session, "A Conversation on Marianist Education," to be held on September 8 in KU Ballroom at noon. The group will also make a presentation at the September 16 meeting of the Academic Senate. For more information about the working group, please contact Paul Benson at *Paul.Benson@notes.udayton.edu* or 229-2602.

The LTC Newsletter is published by the Ryan C. Harris Learning Teaching Center in the Fall and Winter 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.

Please email any comments or questions to: *LTC@notes.udayton.edu*.

Adrienne Niess - Designer

Enhancing Student Culture for Academic Engagement & Excellence
SUMMARY OF FUNDED PROPOSALS

In the fall of 2004, Provost Fred Pestello set aside $100,000 to stimulate changes leading to an enhanced UD student culture for academic engagement and excellence. The Provost tasked the Faculty Development Committee (FDC) with developing guidelines and a selection process for distributing the funds in the form of grants. After careful consideration, the committee developed a relatively simple and straight-forward competitive grant process to foster curricular and cultural innovation and the showcasing of best practices. The grants were designed to help foster innovations that support the implementation of "Focusing the Vision for 2010." The FDC received 34 preliminary applications requesting $350,000. In March 2005, the FDC reviewed and approved funding for 10 proposals (listed below). An additional proposal was funded through collaborative support from the LTC and Roesch Library. The FDC extends hearty congratulations to the grant recipients (and the many team participants not listed below) and offers best wishes to these exciting projects:

Perspectives on Cities: A New Approach to Integrated Learning and Teaching at the University of Dayton
Sean Wilkinson (Visual Arts)

Since the 19th century, the urban environment has become the most universal of human experiences. "Perspectives on Cities" addresses a broad spectrum of issues that cities bring into focus. It would do so through a set of five new courses, each of which would be an integrated unit formed from multiple disciplines. Each course and the full complement of courses would arise from a unique collaboration of faculty from academic units across the University. These courses and their relationships with one another transcend conventional disciplinary boundaries and curricular structures. The project is fundamentally about the city as a powerful human phenomenon that can be addressed as a compelling and important subject through the integration of perspectives and expertise drawn from virtually every academic discipline at the University of Dayton.

"Porch Reads": Conversations with the Campus Community
Heidi Gauder (Roesch Library)

Student familiarity with porches as community gathering places will be utilized to bring people together to talk about books in an informal setting. Select teaching faculty, librarians, Residence Education, and students will read a comm on book and then talk about it over refreshments. This pilot project will target approximately 300 second-year students in seven different residential housing facilities over the course of two semesters. Discussions will be conducted in an informal atmosphere -- either in the residence halls or in Kennedy Union -- over refreshments. Students who participate will have an opportunity to enter a drawing for textbook vouchers. Some of the anticipated outcomes include an engaged community of learners, a renewed or new-found desire to read, and connected learning to a world outside the campus.

Academic Passions Seminar
Chris Schramm (Student Development)

The Academic Passions Seminar will be piloted as a one credit-hour UDI minicourse for 120-150 first-year students in winter term 2006. Ten seminar sections will be facilitated by teams of tenured College faculty and Residence Education staff professionals. Faculty members will model for students the convergence of academic exploration and personal passion. Residence Education staff will serve as Student Life Advisors for seminar students. Seminar sections will be designed to cultivate active, experiential, participatory, and communal modes of learning. All sections will incorporate some substantial off-campus activity.

Perspectives of Faith and Life Series

Crystal Caruana Sullivan (Campus Ministry)

Perspectives on Faith and Life is a monthly (5x/year) discussion series designed to generate substantive discussion between students and faculty on select religious, academic, and social topics and their related faith perspectives. Led by faculty or staff speakers, each session includes speaker time and facilitated small group table discussions over a meal. Each session will be held in a residence hall. Through this informal yet substantive experience, students will participate in meaning making conversation that educates and stretches their comfort zones, and provides opportunity to share individual ideas and beliefs in a controlled environment. Faculty will bring a faith perspective on themselves or their field of expertise to the table.

Critical Issues for Professional Preparation: Life Decisions and Workplace Issues Workshops

Julie Brill (Engineering), Christine Schramm (Student Development), Scott Markland (Student Development), and Rebecca Blust (Engineering Technology)

Discussing critical issues such as alcohol use and sexual conduct are widely recognized as essential components of undergraduate education on campuses nationwide. This project tackles and seeks to enhance and strengthen a collaborative model between Student Development and School of Engineering. The model includes a School of Engineering-wide plan developed with the intention of sharing our experiences with other organizations both internal and external to the University. In an effort to educate (or develop) the whole person, this model intentionally integrated multiple components of our students; experience (academic, psychosocial and emotional). The model is comprised of three phases that are designed to focus on the issues as students evolve through the program. These three phases include; Alcohol and Sexual Assault for the first year student, Preparing the Engineering Professional for sophomores, and Life Decisions and Workplace Issues for juniors/seniors.

Servant Leadership Housing in Gardens Apartments

Lissa Stapleton (Student Development) and Terree Stevenson (Student Development)

Servant Leadership Housing is a new living and learning community which gives students the opportunity to do service and live within an environment that supports, nurtures, and appreciates the value of giving back. Students will be exposed to culturally diverse service immersion opportunities. The key to success is the faculty, programming, and more. Students will have an opportunity to better understand and expand their servant leadership skills, as well as learn to live, serve and work together as a community.

Academic Excellence and Alcohol Behaviors of Business Students

James Dunne (School of Business Administration)

It has been established that UD business students (primarily males) report dramatically higher levels of alcohol consumption than other UD students. What is it that leads to these alcohol behaviors? This study seeks to establish whether a significant factor is that the academic requirements (rigor) of the business curriculum is lower than that of other UD programs. If this is a significant factor then actions to address this issue must focus, in-part, on the academic experiences designed by faculty. In the first phase of the project, we will develop an understanding of this phenomenon using an analysis of existing data and implementation of focus groups with business students. In the second phase, we will initiate programs to address these issues with faculty (workshops for dialogue), business student leaders (workshops) and first year students (administer CHOICE, an alcohol abuse program). At the conclusion of this project, a report will be written for the School of Business Administration, "Business Students and Alcohol," that will include recommendations for new or modified policies, programs, and actions to address this issue.

Development of an Integrated Arts & Technology Program

Jim Globig (Engineering Technology)

The cultural environment in many of our communities coupled with the increasing visibility of technology in our daily lives, points to a natural collaboration between these areas. Organizations such as the Dayton Art Institute, Muse Machine, Human Race Theater, Dayton Contemporary Dance Council (DCDC), and Culture Works involves increasingly complex amounts of technology in their venues, while developers of technological advancements are increasingly cognizant of the aesthetic and cultural impacts of their designs. Most importantly, we have observed an upward trend of the number of our students asking about the availability of programs in the arts. To encourage student development that combines these diverse areas, this project will develop a program integrating Arts and Technology. This program will initially involve collaboration between the Departments of Engineering Technology, Visual Arts, Theatre, and Music, to develop a curriculum that integrates the technology of art with its practice. Initially, the curricula will integrate existing courses into each department's infrastructure. Also, in keeping with the applied characteristics of the Engineering Technology and arts programs, contacts will be made with departments outside the School of Engineering and outside the University in order to arrange opportunities of service learning.

A Multi-Disciplinary, International, Experiential Learning Program:
Cultural Immersion, Geohazards, and Service in Ecuador
Daniel Goldman (Geology)

Recent Natural disasters such as the December 26th, 2004 Indian Ocean earthquake-induced tsunami, the devastating mudslides in California, and the deadly earthquake in Iran, have demonstrated that the need for geohazards research in combination with international service has never been more essential. We propose to run a study abroad course in Ecuador that combines the scientific study of geohazards with cultural immersion and the explicit objective of conducting service in the form of hazard and risk mitigation. Our project in Ecuador has two main educational objectives; first, to provide students with an experiential learning experience that focuses on the multifaceted relationship between science, values, and culture and second, to study these same issues in the subtler, but equally important local context of southwestern Ohio.

An Intellectually Challenging First-Year Experience Year Long Seminar
Based on the Marianist Characteristics for SOEAP Berry and Honor's Students
Patricia Hart (School of Education and Allied Professions)

This initiative is a proposal to create a unit (SOEAP) wide first year experience year long seminar for all of the HSS and EDT first year Berry and Honors students. We are proposing to pilot this course, which would be delivered next academic year ('05-'06) and then study the outcomes to determine if there are certain aspects of what we learn that could be incorporated across the university. We will be planning an intellectually rigorous course that will include an introduction to research and meaningful service learning. Our central theme for the course will be the Marianist characteristics, of "providing an integral, quality education with an emphasis on service, justice, and peace, always being mindful of the need to be aware of adaptation and change with a disposition that is faith based within a spirit of family."

. . . .

Take a TRIP (Tour of Roesch Information Places) for Academic Success *
Kathleen Webb (Roesch Library)

TRIP will be a 15 minute video introduction to the services and resources contained in Roesch Library. Student guides will host a virtual tour of the building. This video tour will be posted on the Portfolio, Library and LTC Web sites and viewed by all first year students during the first few weeks of the semester as part of their FYE course. There will be a walk through of the important service locations on the 1st and 2nd floor of the library. The video will also provide information on the services offered by LEAD, educational IT, and Ryan's Lab. Students will see the Studio and be given some background on its purpose. The tour will highlight the Blend and the spaces available in the LTC. We will close caption the video to accommodate students with a hearing impairment.

Pathfinders: Empowerment through Education**
Frederick Dennis Greene (School of Law)

In this project, a group of six African-American, University of Dayton undergraduates, descendents of American slaves, will participate in three weekly seminar meetings comprised of readings and discussions on the American slavery experience. In the fourth week, they will lead a three hour seminar on the subject of American slavery with a group of twenty-four Dayton Early College Academy (DECA) students in both large and small group settings. The college and high school students will be interviewed before, during and after their seminar gatherings and the overall experience will be edited into a fifty minute video. In February, 2006 (Black History Month), the six UD students will participate in several screenings of the film around the campus and community, where they will discuss their experiences and what they learned from working on the project.

Services from LEAD for Fall 2005

This fall, LEAD (Learning Enhancement & Academic Development) will offer the following initiatives to facilitate academic success for students at UD. The staff of LEAD encourages you to mention and promote these learning support initiatives to your students early in the semester. Retention, academic success and personal growth of students are the primary goals of LEAD. Please contact the LEAD staff at your convenience to discuss how we can collaborate to achieve student success and retention.

Drop-In Tutoring for General Education Classes

Typically involves these areas:
- Biology
- Chemistry
- Economics
- Geology
- Math (060 thru 219)
- Physics
- Philosophy
- Accounting
- Decision Sciences
- Computer Science

Contact: Barb Abels, 229.2066 or
Barbara.Abels@notes.udayton.edu

Supplemental Instruction
- History 103
- Philosophy 103
- Religion 103

Contact: Bev Butter, 229.2066 or
Bev.Butter@notes.udayton.edu

English Composition Tutoring
Tutor supported English 101

Contact: Pat Delamer, 229.2066 or
Patricia.Delamer@notes.udayton.edu

Developmental Mathematics Instruction - 060
Math 128 Study Groups

Contacts: Karen Mickel and Beth Buerschen,
229.2066 or *Karen.Mickel@notes.udayton.edu,*
Elizabeth.Buerschen@notes.udayton.edu

Mid-term Interventions for Designated Populations
- Diverse Student Populations
- Office for Academic Services for Student Athletes
- LEAD: Disability Services

Contacts: Bev Butter and Dude Coudret, 229.2066 or
Bev.Butter@notes.udayton.edu,
Dude.Coudret@notes.udayton.edu

Disability Services
- Reasonable accommodation provisions
- Exam proctoring for students who require assistive computer technology

Contacts: Brenda Cooper, Dude Coudret,
Erin Courtney, 229.2066 or
Brenda.Cooper@notes.udayton.edu,
Dude.Coudret@notes.udayton.edu,
Erin.Courtney@notes.udayton.edu

Assistive Technology
- Alternative formats production
- Assistive technology recommendations
- Assistive technology training &support

Contact: Toni Ramsey, 229.2066 or
Toni.Ramsey@notes.udayton.edu

Consultation, technical assistance, and topical learning support presentations for faculty and staff
- Departmental meetings
- Faculty Exchange Series

Contact: Tim King, 229.3383 or
Timothy.King@notes.udayton.edu

Alumni Awards in Scholarship and Teaching

On behalf of the University of Dayton Alumni Association, the Faculty Awards Committee makes two awards that recognize nominated faculty that have made distinguished contributions to scholarship and teaching. Individual faculty or teams of faculty can be recognized using the guidelines and selection criteria described on the LTC Web site (*http://LTC.udayton.edu/Faculty*). Recipients of the awards receive $1,500 and are recognized by the President of UD and will be invited to make public presentations at appropriate ceremonies and forums.

Descriptive citations of the 2005 Alumni Award winners are given below. The LTC congratulates both Dr. Sanjay Ahire and Dr. Theodore Kowalski. Information regarding the nomination process for the 2006 competition will be sent to faculty during the fall, and are due in February 2006.

Alumni Award in Teaching – 2005 – Dr. Sanjay Ahire

Dr. Sanjay Ahire is professor of Operations Management in the School of Business Administration. He conducts his teaching based on a set of eight core teaching beliefs which emphasize students, high expectations, contributions to curriculum, and professionalism--among others. He was the primary force in developing the Operations Management program, a major which contains many innovative dimensions including an integrative senior project which utilizes local industry executives. He developed and regularly delivers three of the four core courses in this rigorous major. In recognition of his efforts, he won a national Skinner Teaching Innovations Award from the Production and Operations Management Society.

Dr. Ahire has an amazing record of service to his students. He assists in recruiting majors, he spends long hours working with them on academic planning, he designs applied learning experiences, and he has been successful in placing students in internships and in permanent positions. Students report that Dr. Ahire makes them a full partner in their own learning.

Consistent with his core beliefs, Dr. Ahire also has a distinguished research record. He has published some 25 refereed journal articles, plus additional ones under review. He is a prolific presenter at conferences, having made over 30 presentations. In the words of his department chair, "No faculty I have known has achieved the high levels of success in program development, curriculum design, classroom teaching, and student services as has Dr. Ahire."

Alumni Award in Scholarship – 2005 – Dr. Theodore J. Kowalski

Dr. Theodore Kowalski is professor of Educational Leadership and holds the Kuntz Family Chair in Educational Administration. He has authored 27 books, 28 book chapters, an absolutely astonishing 92 journal articles, given over 100 invited lectures and workshops, and has authored a huge number of research reports and consultant studies. He serves on numerous editorial boards and regularly reviews book manuscripts for various publishers and is a member of various professional organizations. Very few faculty in any university in the nation can match his record of scholarship.

Dr. Kowalski's books are used in universities throughout the country and in some states are the adopted texts for those pursuing administrative credentials. His works are heavily quoted in the professional literature. He is nationally recognized as a scholar who studies school superintendents. In 2004, he was named a distinguished faculty member by the National Academy for School Superintendents.

In addition to his impressive research accomplishments, Dr. Kowalski is also a highly skilled teacher. He combines theoretical knowledge with applications to situations commonly encountered by practitioners. In his own words, he seeks to guide students to develop "artistry in dealing with situations that defy normal or theoretical parameters defined in the literature." He describes professors as assuming varying roles such as "directing, explaining, facilitating, modeling, evaluating, supporting, and mentoring." He does all of these things superbly.

The Faculty Awards Committee for 2005, appointed by the Provost, consisted of Chair John Rapp (Economics & Finance), and committee members Dilip Ballal (UDRI-Energy & Environmental Engineering), Richard Chenoweth (Music), Rebecca Cochran (School of Law), Thomas Hunt (Teacher Education), Howard Knachel (Chemistry), Joyce Dean (Alumni Support), Carrie Pappas (Student), and Matthew Kocoloski (Student). Citations written by John Rapp (Economics and Finance). Photos courtesy of UD Public Relations.

Fall 2005 Reading Group

The Courage to Teach:
Exploring the Inner Landscape of a Teacher's Life
by Parker J. Palmer

Each semester the Faculty Development Committee sponsors a reading group in the LTC. This semester's reading group will be facilitated by William Losito (Teacher Education) and will meet in the **LTC MeetingSpace on Mondays from 3:00 to 4:30pm** on the following dates:

September 7, 21
October 5, 19
November 2, 30

The choice of book for this semester is the very popular and thought provoking *The Courage to Teach: Exploring the Inner Landscape of a Teachers Life* by Parker J. Palmer. The book examines teaching at a philosophical and spiritual level. It explores teaching as a vocation, and can help teachers become more reflective in their work and explore ways to build on a passion for learning and teaching.

If you are interested in joining this reading group, please contact Lora Bailey at *lora.bailey@notes.udayton.edu* or 229.3309.
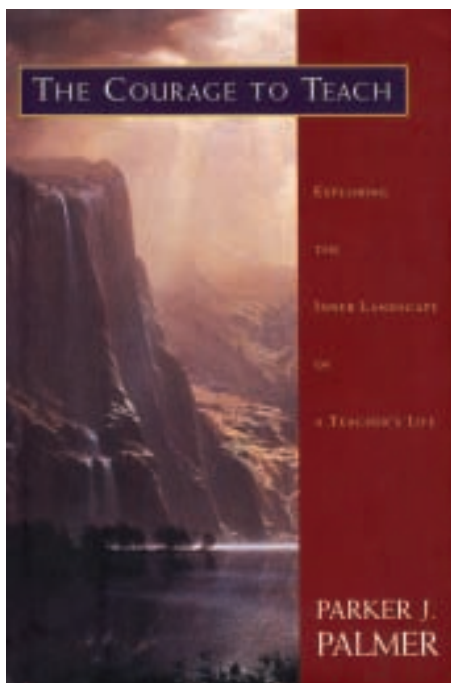
"This book is for teachers who have good days and bad– and whose bad days bring the suffering that comes only from something one loves. It is for teachers who refuse to harden their hearts, because they love learners, learning, and the teaching life."

- Parker J. Palmer

Improving your Courses with Student Feedback

Mid-term Instructional Diagnosis

Need some insight into your students and how you can help them learn? Try the Mid-term Instructional Diagnosis (MID). This is offered each semester to all faculty and results can be insightful; the students have praised the process because it communicates faculty interest in their perception. The process is voluntary and confidential.

Sounds interesting, but would like more information? The Faculty Development Committee will be hosting a FES, "Professional Development Options Available to You," on Thursday, September 22 at noon. Among the many faculty development opportunities available, they will be discussing the MID.

Can't attend the meeting but would like to submit a MID request? Please print a copy of the form located at the Web address given below and send the form to Lora Bailey at +1302.

http://LTC.udayton.edu/faculty/ facdev/programs/mid.htm

Faculty Exchange Series

The Faculty Exchange Series (FES), introduced fall 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 through a proposal process. Topics range from instructional issues to programmatic, curricular, scholarship, or campus life issues... anything that would foster faculty growth, professional development, and enhance the quality of work life.

Except as noted, the sessions offered will be presented in the Ryan C. Harris Learning Teaching Center (LTC), located on the ground floor of Roesch Library. We hope you take these opportunities to discover what the LTC has to offer you and your students.

2005-2006
FACULTY DEVELOPMENT COMMITTEE

Janet Bednarek
History

Deb Bickford
Associate Provost for Academic Affairs & Learning Initiatives

Kerrie Cross
Roesch Library

Ralph Fresca
Economics & Finance

Mike Geary
Accounting

Janet Herrelko
Teacher Education

Sawyer Hunley
Counselor Education & Human Services

Art Jipson
Sociology, Anthropology & Social Work

Drew Murray
Mechanical & Aerospace Engineering

Dave Myszka
Engineering Technology

Don Pair
Geology

Molly Schaller
Counselor Education & Human Services/ LTC Fellow

Andrea Seielstad
School of Law

Steve Wilhoit
English/LTC Fellow

David Wright
Director of Curriculum Innovation & e-Learning

Lora Bailey
Faculty Development Coordinator

FE1 A Conversation about Marianist Education

> *Hosted by: Paul Benson (Arts & Sciences) and other members from the Marianist Education Leadership Team*

The Marianist Education Leadership Team is charged with rethinking the entire university curriculum in light of the ideals of Marianist education. Every member of the campus community has a strong stake in the recommendations that will eventually be made by this group. This session will provide a forum for open conversation about the charge and activities to date of the Marianist Education Leadership team. Members of the team will make a brief presentation about the team's mission and work. The session will invite questions, comments, and dialogue about the team's work and its importance for UD's curriculum.
(If this session is of interest to you, please read about the faculty Roundtable that will be held on Wednesday, September 28)

Thursday, September 8　　　　　　　　　**12:00 – 1:15 PM**　　　　　　　　　**KU-Ballroom, LUNCH**

FE2 Forty Years of Criminal Justice at the University of Dayton

> *Hosted by: Art Jipson (Criminal Justice Studies Program and Sociology, Anthropology, and Social Work)*

This year, 2005, marks the 40th anniversary of the Criminal Justice program here at UD. What is criminal justice? How can criminal justice advance community, social justice, and Marianist values? This session will explore these questions as well as the history, development, and activities of the Criminal Justice Studies program past, present, and future.

Tuesday, September 13　　　　　　　　　**12:00 – 1:15 PM**　　　　　　　　　**LTC Forum, LUNCH**

FE3 **Developing Courses for Interdisciplinary Minors and Majors: Lessons from Africana Studies, American Studies, and Women's Studies**

Hosted by: Sheila Hassell Hughes (Women's Studies Program Affiliation), Una Cadegan (American StudiesProgram/ History), Julius Amin (Africana Studies Program/History), and John Inglis (Marianist Social Transformation)

In this session, the directors of the above programs (Julius Amin, Una Cadegan, and Sheila Hassell Hughes, respectively) will share some of the needs, goals, possibilities, and hindrances they see for developing new courses in departments across the University that could count towards credit for one or more of these interdisciplinary minors and/or majors. We hope to develop a prompt discussion and networking among faculty interested in developing new courses as well as with administrators willing to support this endeavor.

| Monday, September 19 | 12:00-1:15 PM | LTC Forum, LUNCH |

FE4 **Professional Development Options Available to You**

Hosted by: Faculty Development Committee

The Ryan C. Harris Learning Teaching Center (LTC) provides a wide variety of services for faculty professional development (see http://LTC.udayton.edu/faculty). From the Teaching Fellows Program to the Midterm Instructional Diagnosis (MID), from technology innovations to writing support through the Writing Across the Curriculum workshops – we have many options that can meet your needs. And, the LTC provides grant support for curricular innovation. Members of the Faculty Development Committee that help create and manage these services will take this opportunity to review the services they offer. Also, this is a chance for you to help us learn more about your own personal needs.

| Thursday, September 22 | 12:00 – 1:15 PM | LTC Forum, LUNCH |

FE5 **Beyond Plagiarism Detection: Turnitin.com as a Pedagogical Tool**

Hosted by: Steve Gove (Management and Marketing), Heidi Gauder (Roesch Library), and Patrick Czupik (LTC)

The turnitin.com service provides faculty with an unprecedented resource for detecting plagiarism in student work. But did you know that turnitin.com can serve as a pedagogical tool? This session will consist of a brief overview of the features and benefits of turnitin.com and usage at UD. Emphasis will then be placed on two advanced features that serve as unique pedagogical tools: revision assessment and peer review. Have you ever returned a paper to a student for revision and then found it difficult to assess how much it was revised? Turnitin can serve as a useful tool for assessing revisions by providing a detailed quantitative assessment of changes made. Would you like to have students review and grade one another's work? Turnitin's peer review feature allows for electronic exchange of student work and allows for the collection of both qualitative and quantitative assessments. The presenters will share their own experience with turnitin, the benefits and issues associated with these features, and pedagogical issues and implications.

| Monday, September 26 | 12:00 – 1:15 PM | LTC Forum, LUNCH |

FE6 **Guess Who's Coming to Visit: A Discussion of the Campus-Wide Preparations for the Accreditation Visit by North Central Association**

Hosted by: James Farrelly (English), Paul Sweeney (School of Business Administration), Kimberly Trick (Chemistry), and Joseph Untener (Associate Provost)

The University of Dayton is accredited by an organization called the North Central Association (NCA). The Association was founded in 1895 as a membership organization for educational institutions. NCA is one of six regional institutional accrediting associations in the United States. Through its Commissions, it accredits and, thereby, grants membership to educational institutions in the nineteen-state North Central region, including Ohio. NCA will be making a site visit in 2007 as part of its regular work of engaging higher education institutions to seek high academic standards. This presentation will aim at sharing information about our accreditation process that is underway in preparation for this important site visit.

| Tuesday, October 4 | 12:00 – 1:15 PM | LTC Forum, LUNCH |

FE7 **The Evaluation of Faculty Teaching at UD: Current Practices and Recommended Changes**

Hosted by: Steve Wilhoit (English and LTC Fellow)

Over the past two years, the Faculty Development Committee (FDC) has been examining teaching evaluation practices across the curriculum. As part of this study, the FDC conducted a series of interviews with department chairs to catalogue current practice and solicit recommendations for change. At this session, we will review the results of the survey and changes recommended by chairs and the FDC. We will then open the session for a general discussion of the evaluation of faculty teaching at the University of Dayton.

| **Tuesday, October 25** | **12:00 – 1:15 PM** | **LTC Forum, LUNCH** |

FE8 **Exploring Dayton's Geological Heritage… Fossils, Floods, and Flying**

Hosted by: Michael Sandy (Geology)

A fieldtrip to Huffman Dam to discover more about Dayton's geologic past including collecting fossils, a chance to look at local geology and landscape, Dayton's Flood protection scheme, and a connection to powered flight. Don't dress up for this unique two-hour outdoor trip. A bus will leave from outside St. Mary's Hall on College Park at 2:00 p.m. – be prompt!

| **Friday, October 28** | **2:00 – 4:00 PM** | |

FE9 **Engaging First Year Students by Exciting them with about their Major**

Hosted by: Susan Ferguson (Teacher Education) and Russ Hardie (Electrical & Computer Engineering)

Getting students started on a successful pathway through college begins with engagement in the first year. This session will review activities that strive to generate excitement in first year students about their selected majors. Examples will be presented from the School of Engineering and the School of Education and Allied Professions. We hope to stimulate discussion on these models, as well as to hear from your own perspectives.

| **Tuesday, November 1** | **12:00 – 1:15 PM** | **LTC Forum, LUNCH** |

FE10 **Encouraging the Academic Success of Minority Students, Students with Disabilities, and Student Athletes**

Hosted by: Monica Adkins (Diverse Student Population), Timothy King (Learning Enhancement & Academic Development),

Vera Gomes (Academic Services for Student- Athletes), and Julie Steinke (Academic Services for Student-Athletes)

This session will focus on the unique needs of minority students, students with disabilities, and student athletes and how those needs can be adequately addressed to help them to achieve academic success. Participants will learn about the services offered to these students and related campus resources that are available to faculty. Faculty will be encouraged to engage in dialogue about their concerns, experiences and questions as related to the academic success of these students.
(If this session is of interest to you, please read about the faculty Roundtable that will be held on Wednesday, November 16)

| **Wednesday, November 9** | **12:00 – 1:15 PM** | **KU-222, LUNCH** |

FE11 **The Faculty Record: Chronicling Your Scholarship Online**

Hosted by: Fran Rice (Roesch Library) and Emily Hicks (Roesch Library)

The most public role of university faculty is teaching students and sharing knowledge with them. Yet the success and quality of this teaching is inseparable from the research and study that faculty members carry on out of the public eye. A Web-based database showcases this information and offers the opportunity for faculty to share with colleagues having similar research interests. The session will focus on this new database offered by the library, and demonstrate how faculty can contribute their own citation information.

| **Thursday, November 10** | **12:00-1:15 PM** | **LTC Forum, LUNCH** |

Sharing Outcomes from the LTC Innovation Grants

Each year the LTC Innovation Grants Committee meets to review proposals and distribute $35,000 worth of money in grants. Please join us and listen to the outcomes of some of the proposals.

(LTC1) Service Learning Disaggregated: Building Awareness of Diversity and Community through Service Learning

Hosted by: Jayne Brahler (Health and Sport Science) and Corinne Daprano (Health and Sport Science)

The purpose of this FES is to share some of our service learning assessment methods and instruments with other UD faculty. Service Learning is a multifactorial construct for which different people hold different expectations. It can be difficult to assess the proclaimed benefits associated with Service Learning. Our approach of disaggregating service learning into component parts, clearly defining and aligning goals, activities and assessments, and further triangulating our data from several service learning projects, has helped us validate our results.

Friday, September 30   **12:00 – 1:15 PM**   **KU-310, LUNCH**

(LTC2) Innovative Spaces and Programs for Enhancing Learning: The Living/ Learning Collaborative Project

Hosted by: Sawyer Hunley (Counselor Education and Human Services/LTC Fellow) and Molly Schaller (Counselor Education and Human Services)

The Living/Learning Project at the University of Dayton is a multi-year, research based initiative aimed at maximizing student learning. The project is based on the premise that learning will be enhanced through innovative development and optimal use of learning space, and by implementing effective academic programs. Investigative activities during the first year have included photographic studies, surveys, interviews, and focus groups with faculty and students in ArtStreet, LTC, Marianist Hall, Roesch Library, and CORE. During the 2004-2005 academic year, a team of 8 faculty members and 8 graduate students has engaged over 300 student and 25 faculty participants on the UD campus. The data are projected to be disseminated through multiple publications and presentations through local and national venues. This presentation will include a summary of the findings to date, and is intended to engage expanded participation in the project for the 2005-2006 academic year.

Monday, October 3   **12:00 – 1:15 PM**   **LTC Forum, LUNCH**

(LTC3) Teaching Environmental Issues by Inquiry

Hosted by: MaryEllen Dillon (INSS Coordinator) and other representatives of the INSS grant team

Last year, a team of INSS faculty received an LTC grant to develop interactive modules to explore global environmental issues, specifically Global Climate Change and Human Overpopulation. Presenters from physics, geology, and biology will introduce the modules and allow some "hand-on" time. This session will be of special interest to science faculty wishing to develop similar modules for majors, as well as for faculty outside of the natural sciences who may be interested in forming a first year cohort around these issues.

Thursday, October 27   **12:00 – 1:15 PM**   **LTC Forum, LUNCH**

(LTC4) An Alternate Paradigm for Teaching Introductory Physics

Hosted by: Leno Pedrotti (Physics)

I will discuss the use of Linux "LIVE" CD's in Math and Science classrooms. These free CD's allow students to run a

full Linux operating system containing high quality, free, computer algebra systems, technical drawing software, technical document preparation software, and data analysis and plotting programs from the CD drive of a computer without installation of any software to the computer hard drive.

Monday, November 7   **12:00 – 1:15 PM**   **LTC Forum, LUNCH**

FES Roundtables

RT1 **A Conversation about Marianist Education**

> *Hosted by: Paul Benson (Arts & Sciences) and other members from the Marianist Education Leadership Team*

The Marianist Education Leadership Team is charged with rethinking the entire university curriculum in light of the ideals of Marianist education. Every member of the campus community, but especially faculty and students, has a strong stake in the recommendations that will eventually be made by this group. This session will provide a forum for open conversation about the charge and activities to date of the Marianist Education leadership team. Members of the team will make a brief presentation about the team's mission and work. The session will invite questions, comments, and dialogue about the team's work and its importance for UD's curriculum.

> **Wednesday, September 28**   **12:00 – 1:15 PM**   **KU-222, LUNCH**

RT2 **Encouraging the Academic Success of Minority Students, Students with Disabilities, and Student Athletes**

> *Hosted by: Monica Adkins (Diverse Student Population), Timothy King (Learning Enhancement & Academic Development), and Vera Gomes (Academic Services for Student Athletes)*

This session will focus on the unique needs of minority students, students with disabilities, and student athletes and how those needs can be adequately addressed to help them to achieve academic success. Participants will learn about the services offered to these students and related campus resources that are available to faculty. Faculty will be encouraged to engage in dialogue about their concerns, experiences and questions as related to the academic success of these students.

> **Wednesday, November 16**   **12:00 – 1:15 PM**   **KU-331, LUNCH**

Barnstorming

Barnstorming, the campus literary journal sponsored by the Ryan C. Harris Learning Teaching Center, is looking for fiction, poetry, nonfiction (including travelogues, personal essays, or humor) and artwork for its fall, 2005 edition.

Barnstorming accepts submissions from University of Dayton faculty, staff, or alumni.

Submit pieces via email to *bs_submission@notes.udayton.edu* by Friday, September 30, 2005.

Electronic submissions should be sent either as a Word attachment or as text in the body of the e-mail. The subject line should include the word "submission" and the category of your submission (fiction, nonfiction, poetry). Fiction and nonfiction should be no more than 4000 words; poetry should be no more than 100 lines. You many submit only one work of prose and up to five poems at a time.

All submitted pieces should include a cover e-mail with contact information and a brief bio.

All submissions are subject to a blind review process by the Barnstorming editorial board.

> Questions?
> Contact the editors at *bs_editor@notes.udayton.edu* or visit
> our website at *http://academic.udayton.edu/barnstorming*.

New this fall!

LTC Learning Workshops

In the winter 2005 LTC Newsletter we asked faculty to recommend topics for future workshops. In response to your suggestions, this semester the LTC is initiating three new series of workshops: assessing student learning, using technology to promote active learning, and making the most of new research tools and services available from Roesch Library. Each workshop is designed to foster faculty participation and interaction. Although we invite faculty to attend any session that is of interest to them, the sessions are intended to build on each other – so we recommend attending an entire series.

To attend one or more of these series, please contact Lora Bailey at 229.3309 or *Lora.Bailey@notes.udayton.edu*.

Series 1: Assessing Student Learning

Session 1   What Does It Mean to "Assess Student Learning"?

Presenter: Steve Wilhoit – English/LTC Fellow

This presentation will offer an introduction to the growing movement in American higher education to assess student learning. We will focus on differences between faculty evaluation, program assessment, and the assessment of student learning; some of the reasons for this renewed interest in such assessment; what the assessment of student learning typically involves; and various ways universities across the country are currently assessing student learning. Finally, we will discuss what the assessment of student learning can mean for faculty and administrators at UD.

Thursday, September 29　　　　　　　**12-1:15 PM**　　　　　　　**LTC Forum**

Session 2   Writing Effective Student Learning Outcome Statements

Presenter: Steve Wilhoit – English/LTC Fellow

This interactive session will focus on the process of composing student learning outcome statements. We will begin by reviewing what these statements should contain and accomplish. Those attending the session will analyze sample student learning outcomes statements then draft statements appropriate for the courses they teach. Collectively, we will review and critique these draft statements.

Thursday, October 20　　　　　　　**12-1:15 PM**　　　　　　　**LTC Forum**

Session 3   Strategies to Assess Student Learning

Presenter: Steve Wilhoit – English/LTC Fellow

This final session in the series will focus on assessment activities: how to gather and evaluate information to determine how well we are achieving our student learning outcomes. We will review a range of techniques faculty and administrators can employ to assess student learning and discuss strategies to make the assessment process as efficient and effective as possible.

Thursday, November 3　　　　　　　**12-1:15 PM**　　　　　　　**LTC Forum**

Series 2: Using Technology to Promote Active Learning

Session 1   Music to your ears!

Presenter: Damon Sink--Music

This session will focus on ways instructors can employ technology to facilitate active learning in virtually any classroom on campus. Technologies covered will include the use of audio for class. We will discuss the strengths and limitations of the technology, share examples of its successful use, and describe how faculty can begin to incorporate audio in their own classes.

Wednesday, October 5   **12-1:15 PM**   **LTC Team Space**

Session 2   Lights, Camera, Law

Presenter: Dennis Turner---Law

This session will focus on ways instructors can employ technology to facilitate active learning in virtually any classroom on campus. Technologies covered will include the use of video for class. We will discuss the strengths and limitations of the technology, share examples of its successful use, and describe how faculty can begin to incorporate video in their own classes.

Wednesday, October 12   **12-1:15 PM**   **LTC Team Space**

Session 3   Titration Technology

Presenter: Kim Trick--Chemistry

Participants in this session will explore ways that technology can help faculty expand instruction beyond the four walls of their classroom. Technologies covered will include the use of WebCT, online discussions, and chat rooms. These technologies enable faculty to engage students in active learning activities at any time virtually any place on campus. We will share ways faculty have employed these technologies successfully and discuss steps faculty can take to begin to incorporate them in their own courses.

Wednesday, October 19   **12-1:15 PM**   **LTC Team Space**

Session 4   Phone home, UD !

Presenter: Jason Pierce--Political Science

Distance learning is fast becoming a reality in most departments, but we have yet to discuss in depth how technology can be used to promote active student learning beyond campus. This workshop session will begin to address that need. We will discuss the use of the telephone and interviewing, and e-mail to promote active learning. We will discuss how faculty can begin to make the use of these technologies an integral part of their courses, share successful (and not so successful) examples of their use, and address faculty questions.

Wednesday, October 26   **12-1:15 PM**   **LTC Team Space**

Session 5   Notebook Narration

Presenter: Jim Rowley--Teacher Ed

Laptop computers are fast becoming the wave of the future. If that's the case, instructors need to be creative and figure out new ways to utilize and incorporate technology into teaching. We will discuss how faculty can begin to make the use of notebooks as an integral part of their courses.

Wednesday, November 9   **12-1:15 PM**   **LTC Team Space**

Series 3: New Library Tools to Support Scholarship

Session 1   Managing Your Research with RefWorks

Presenter: Jack O'Gorman – Roesch Library

Automate your references while you research. Roesch Library now offers RefWorks, a Web-based bibliographic management software program that allows researchers to collect, save, organize, and format references from a variety of databases. This session will introduce users to the basics of running and managing RefWorks.

Monday, October 17   **12-1:15 PM**   **LTC Forum**

Session 2   Journals and Search Alerts: Keeping Up with the Latest Research in Your Field

Presenter: Erica Coe – Roesch Library

Get the latest research online. With just a few simple steps, users can have the table of contents from journals (and links to the articles themselves) delivered to their desktops via email. Users can also automate search statements and have the results delivered on a regular basis.

Monday, October 24   **12-1:15 PM**   **LTC Forum**

Session 3   Utilizing Graphical, Audio, Video, and Numeric Information in your Research and in the Classroom

Presenter: Heidi Gauder – Roesch Library

Roesch Library provides access to many journal indexes and databases as well as information in other formats. During this session, librarians will provide an overview of some of the graphical, audio, video, and numeric information available to library users. They will discuss how faculty can incorporate these resources in their research and in the classroom.

Monday, October 31   **12-1:15 PM**   **LTC Forum**

E-Learning Seminars

The 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 Bailey at 229.3309 or *Lora.Bailey@notes.udayton.edu.*

Introduction to WebCT	Friday – 8/19	1:00-2:00 PM	TeamSpace
Up-and-Running with WebCT	Friday – 8/19	2:00-4:00 PM	TeamSpace
Computers in the Classroom: Practical Examples of Active Learning	Tuesday – 9/13	12:00-1:00 PM	TeamSpace
Computers in the Classroom: Practical Examples of Active Learning	Wednesday – 9/14	12:00-1:00 PM	MeetingSpace
Introduction to WebCT	Thursday – 9/15	1:30-2:30 PM	MeetingSpace
Up-and-Running with WebCT	Friday – 9/16	1:00-3:00 PM	MeetingSpace
Creating and Editing Video for Your Course	Tuesday – 9/20	12:00-1:00 PM	MeetingSpace
Creating and Editing Video for Your Course	Wednesday – 9/21	12:00-1:00 PM	MeetingSpace
Virtues and Practicalities of Hybrid Courses	Tuesday – 10/4	12:00-1:00 PM	TeamSpace
Virtues and Practicalities of Hybrid Courses	Wednesday – 10/5	12:00-1:00 PM	MeetingSpace
Assessing Student Learning Using Technology	Wednesday – 10/12	12:00-1:00 PM	MeetingSpace
Introduction to WebCT	Thursday – 10/13	1:30-2:30 PM	MeetingSpace
Up-and-Running with WebCT	Friday – 10/14	1:00-3:00 PM	MeetingSpace
Picture Perfect: Using Digital Cameras	Tuesday – 10/18	12:00-1:00 PM	TeamSpace
Assessing Student Learning Using Technology	Monday – 10/24	12:00-1:00 PM	MeetingSpace
The eLearning Roadmap: Planning for WebCT 6	Wednesday – 10/26	12:00-1:00 PM	MeetingSpace
The eLearning Roadmap: Planning for WebCT 6	Thursday – 10/27	12:00-1:00 PM	MeetingSpace
Picture Perfect: Working with Digital Photos	Tuesday – 11/1	12:00-1:00 PM	TeamSpace
Picture Perfect: Working with Digital Photos	Wednesday – 11/2	12:00-1:00 PM	MeetingSpace
Online Synchronous Learning Using WebEx	Tuesday – 11/8	12:00-1:00 PM	TeamSpace
Online Synchronous Learning Using WebEx	Wednesday – 11/9	12:00-1:00 PM	MeetingSpace
Introduction to WebCT	Thursday – 11/10	1:30-2:30 PM	MeetingSpace
Up-and-Running with WebCT	Friday – 11/11	1:00-3:00 PM	MeetingSpace
Using an iPod to Enhance Your Course	Thursday – 12/1	12:00-1:00 PM	TeamSpace
Using an iPod to Enhance Your Course	Monday – 12/5	12:00-1:00 PM	MeetingSpace

IT Training

The IT Training Lab in the LTC is responsible for offering a number of different resources that help faculty, students and staff use centrally-supported software at UD. Please choose the training resource that best fits with your needs!

Instructor-Led Training

IT Training offers one-on-one consulting and individualized training for faculty members. We also offer group training sessions. Each month we offer two hour hands-on sessions for the following topics:
- Lotus Notes Mail
- Lotus Notes Calendar
- FrontPage: Publish Your Web
- FrontPage: Edit Your Web
- Avoid Computer Problems[†]
- Word Basics[†]
- Excel Basics[†]
- PowerPoint Basics[†]

[†]These courses are geared toward students, but anyone is welcome to attend.

During fall 2005 IT Training will be offering several sessions. We hope you will participate or send your students. One of the most critical is a one hour hands on session entitled "Avoid Computer Problems." If your coursework requires any level of computer use, your students should register for this class!

Please visit
http://training.udayton.edu/calendar.htm
for currently scheduled sessions.

Classroom Training

Our staff can visit your classroom and cover the technology topics that help your students succeed with your course curriculum. IT Training can present information about Computing Ethics and UD's Fair and Acceptable Use Policy, Computer Maintenance, using WebCT, making PowerPoint presentations that are narrated, or using SPSS. You may opt for required sessions outside of your class meetings. We can report attendance. We will even customize and grade a project if that's what you need.

Web-Based Tutorials

IT Training has developed several Web-based tutorials that allow you to follow along on your own computer. You or your students can learn how to get the most from software you use by taking advantage of UD's high performance network environment.

Lending Library

Sometimes you may have one or two students who need to develop the skills that their peers may already posses. These students can take advantage of our lending library. The resources available include books with interactive CD's, VHS movies and DVD movies.

Other Resources

We have many more resources! Check out our Web site at *http://Training.udayton.edu* or email us at *Training@notes.udayton.edu* or call x92137.

LTC Working Papers on the
Scholarship of Learning and Teaching

The LTC Working Papers on the Scholarship of Learning and Teaching, a refereed website produced by the Ryan C. Harris Learning Teaching Center, is seeking submissions of research produced by UD faculty and staff that investigates any aspect of learning or teaching. The editors are particularly interested in essays or reports that address these or related issues:

- innovative classroom practices across the curriculum
- innovative assessment practices across the curriculum
- collaborative research and/or teaching projects
- innovative practices that promote student learning
- how research influences teaching
- how the academy defines "teaching" or "learning"
- how faculty and staff successfully balance the demands of teaching and research
- innovative faculty development practices

All submissions will be considered work in progress, working papers the authors intend to revise and submit elsewhere for publication. Some of the working papers will be posted on the website with the author's permission.

Every submission will undergo blind review by experienced UD faculty members and will receive response designed to promote revision. The editors will also suggest online and print journals that might be interested in publishing the piece.

All work must be authored or co-authored by UD faculty and staff and must address issues of pedagogy or the scholarship of learning and teaching. Submissions should be accompanied by a cover letter that includes the author's name, department, telephone number and e-mail address. The author's name should not appear on the manuscript.

Papers should be submitted electronically as a Word document
to *wilhoit@notes.udayton.edu*.

Submission deadline: November 30, 2005

For more information, visit the website
http://academic.udayton.edu/LTCWorkingPapers
or contact Stephen Wilhoit, LTC Fellow
(*wilhoit@notes.udayton.edu*).

Call for Proposals
2005-2006 LTC Innovation Grants

The LTC Innovation Grants exist to support projects that design, implement, and evaluate new modes of teaching and learning. Grant funds should be used to improve academic engagement and learning. Examples of funded projects include work to integrate active learning strategies in the classroom, creation of experiential learning opportunities outside the classroom, improved academic advising methods, ways to connect living and learning experiences, and creative approaches to the use of technology to improve learning.

If you would like to learn more about the lessons learned from previously-funded LTC Innovation Grants, four teams of faculty funded last year will be presenting in the Faculty Exchange Series this semester. Example descriptions of last year's projects are given below.

If you are a full-time faculty member or team (including part-time faculty) lead by a full-time faculty member, you are encouraged to apply for an LTC Innovation Grant. Up to five grants for a maximum award of up to $7,500 each will be granted. Proposals will be reviewed by a committee consisting of representative faculty from the College, each of the professional schools, the LTC as well as representatives from the student body.

To be eligible for a grant, you do not have to be working in or with the Ryan C. Harris Learning Teaching Center; but we hope that you take advantage of the resources of the LTC.

The deadline for applications is Monday, October 17, 2005.

Beginning in September, copies of an official application form will be distributed through an e-mail announcement. You can also request a copy of the application form from Lora Bailey at *Lora.Bailey@notes.udayton.edu* or 229.3309. Any questions, please contact Lora.

Examples and Progress of LTC Innovation Grant Projects Funded in 2004

Qin Sheng, mathematics, developed two websites for graduate level courses. The Internet-based tools allow Qin's students to work at their own pace, try out various theoretical and computational approaches, and take the course from their home. One graduate student finished the Computational Finance course from Columbus, Ohio this summer while completing an internship there at the same time. You can preview Sheng's site at *http://www.udayton.edu/~qsheng/*

Kim Trick, chemistry, developed WebCT-based pre-lab instructional materials for the general chemistry lab program. The objective is to provide consistent quality pre-lab instruction to the over 400 students enrolled. The department collaborated with the LTC's e-Learning Lab for Web site design and delivery, and made use of licensable materials from the Journal of Chemical Education. Chemistry instructors assessed student performance using a midterm exam, a final exam, lab reports, and overall course average. The performance by students on all four assessments was found to be higher in the five sections using WebCT than in the five sections using only traditional resources. UD adopted WebCT as a course management system in the summer of 2003.

Sawyer Hunley, counselor education and human services, led a team of faculty, researchers, and students investigating the impact of learning space on campus. The group has spent the past year gathering data in Marianist Hall, LTC, Roesch Library, and ArtStreet. The team's research methods include photography, surveys, focus groups and individual interviews. Their initial findings are expected to be presented to campus sometime in the fall, although research and data gathering will continue through 2006.

Tracy Miller, management & marketing, developed a video which provides instruction and examples for creating a professional resume, highlights interviewing tips, and demonstrates an actual interviewing session. Additional materials are being developed for use via the WebCT system which will allow students to complete Career Development modules at their own pace. Modules include instruction in the areas of self-assessment, resume, thank you note and cover letter composition, interviewing skills, job and industry search, business etiquette, and networking skills.

Announcing an International Reading Circle

In the Winter, 2005 semester, a Talking Circle on "Multiculturalism and Internationalism in Higher Education" met regularly in the LTC to talk about things international. This Fall, we are launching a more focused circle, this time reading and discussing *Crossing Customs: International Students Write on U.S. College Life and Culture*, then focusing on the international student experience at UD.

The International Strategy Team (IST) of the Provost Council is launching three working groups, each focusing on the university's three international priority goals: international recruitment, immersion education abroad, and internationalizing the curriculum. The reading circle will provide input to the conversation about international students by broadening our awareness of what challenges and opportunities they face when studying in the U.S. We hope the conversation will then focus on the experience of UD's international students. The facilitated sessions will explore the book and also look for ways to bring participants' ideas to the attention of the campus community.

If you would like to attend, please register by contacting Lora Bailey at 229.3309 or *Lora.Bailey@notes.udayton.edu.*
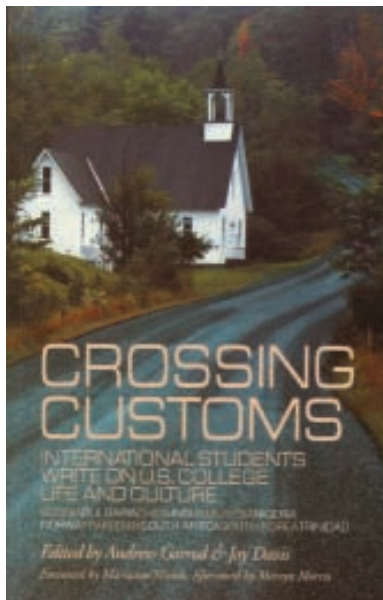
Wednesdays, 3-4:15 PM

LTC Forum

Sept. 21, 28

Oct. 5, 12, 19, 26

Nov. 2

New for 2005: Video Conferencing in the LTC

The LTC can now offer faculty and staff the opportunity to utilize a new technology resource located in the LTC Forum. A full-featured Polycom video conferencing unit is available for point-to-point video conferencing over the Internet using the standard H.323 protocol. The equipment is provided freely for academic use (course-related) and on a fee-per-use basis for non-academic applications ($100 per hour for UD-related or $250 per hour for non-UD-related use).

To schedule the use of this equipment in the LTC Forum, please contact the LTC receptionist at *LTC@notes.udayton.edu.*

Declining by Degrees: Higher Education at Risk
Screenings of the PBS Special Documentary

Declining by Degrees is a 2 hour PBS special documentary that was aired on public television in June. The program offers an examination of the current state of higher education in America. Although clearly different from some types of institutions documented in this PBS program, UD and its faculty should be aware of the pressures experienced throughout American higher education. Ultimately our students and faculty are affected by the factors highlighted in the program which negatively impacts the quality of undergraduate education.

For most public television stations in the Dayton area, *Declining by Degrees* was not aired during "prime-time" and so many people did not view it. If you would like to watch this program, we will be showing the program in the LTC this fall on September 14 and 15 on six different occasions:

Wednesday, September 14, LTC Forum
>	**9 – 11 am**
>	**Noon – 2 pm**
>	**2 – 4 pm**

Thursday, September 15, LTC Forum
>	**9 – 11 am**
>	**Noon – 2 pm**
>	**2 – 4 pm**

Registration to attend these viewings is not needed… simply show up at one of these schedule times. Please select a time that is most convenient to you – there is no difference between the six viewings. The program will be shown in the LTC Forum.

Additional information about the program and an accompanying book can be found at the following Web site: *http://www.decliningbydegrees.org.*
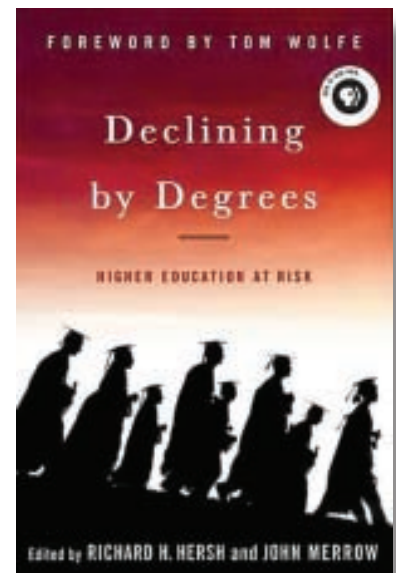
Delivering Distance Learning Classes with webex

A new service from the E-Learning Lab

During summer 2005, the E-Learning Lab of the LTC began supporting the use of WebEx as a new tool for academic synchronous Web-based communication at UD. WebEx is a Web conferencing tool that can create a virtual classroom that meets over the Internet. Faculty and students all connect at the same time (synchronously) so that they can view a shared presentation, such as a PowerPoint file or a live demonstration of a computer program. The voice of the instructor or any of the students is carried over the Internet to all other participants, creating a very interactive and natural learning environment. The instructor is able to write and draw live onto the slides of the presentation, and can also deliver polls and even a video. The server hosting the conference can also record the session for later playback by non-participating students. WebEx works well with relatively small classes – especially distance learning courses where students may be geographically disbursed. Please contact the E-Learning Lab at x95039 for more information and a demonstration. We will also be demonstrating WebEx during an E-Learning Seminar at Noon on November 8 and 9 in the LTC TeamSpace.
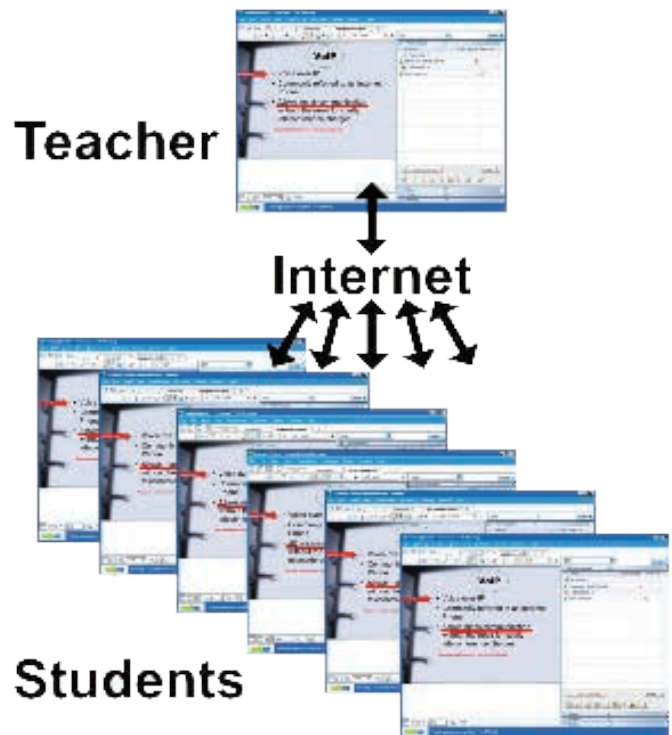
New for 2005: E-Learning Fellows Program

UD has been offering an increasing number of distance learning courses. These are primarily delivered online via the Internet. To help prepare faculty to teach in these courses the LTC is creating a new faculty development program called the "E-Learning Fellows Program". The initial offering of this program in the fall of 2005, is funded by a grant from the Ohio Foundation of Independent Colleges. The goals of the new UD program are as follows:

- Prepare faculty so that they can teach online courses
- Enable faculty to teach online with a "learning-centered" focus
- Expose faculty to new technologies that enable online learning
- Create a spirit of experimentation with new technologies and pedagogies
- Develop a community of faculty that share their experiences and best practices
- Define high standards for the quality of distance learning courses and programs
- Align online courses with the university mission
- Create a "culture of assessment" to ensure programs remain high quality

Enrollment into the E-Learning Fellows Program is made by a nomination process from the chair of an academic department. Faculty or chairs making nominations should contact David J. Wright in the LTC (*David.Wright@notes.udayton.edu*). **The deadline for the receipt of nominations is September 12, 2005.**

More than Just Coffee

Jenna LaFrankie, Chief Executive Officer, Flyer Enterprises

Whether you're a regular 8:07am customer that loves your vanilla latte or a member of the UD community that has yet to discover the inviting aromas of the Blend, you may not know about the experience of a Blend employee and the living and learning philosophy behind the Blend culture. The Blend is a student-run coffee shop located in the LTC. The business is one of six divisions within Flyer Enterprises and was opened on January 21, 2000.

Flyer Enterprises is centered on the concept of education beyond the classroom. Employees have the opportunity to take ownership and responsibility for the business through decision making and the application of classroom business concepts. But Flyer Enterprises does not employ only business majors, the company is home to over 140 students from all majors. The Blend employs approximately 25 baristas: "artists of making espresso coffee beverages". The "real world" experience of being involved in the Human Resource, Purchasing, Marketing or New Product Development concentration at the Blend allows employees to perform managerial tasks in addition to barista duties. For instance, a Blend barista has the chance to be involved in creating employee incentive programs or marketing campaigns by working with the student management team.

The Blend provides student employees with an opportunity to develop leadership skills, while providing a delightful environment for students, faculty and staff to meet informally for great coffee and great conversation.

In students' experiences at the Blend employees note that they have a sense of pride about the place where they work. The Blend becomes not just a location of employment but a home to many "Blenders". Employees over the years have created a culture of fun, love and responsibility. Students have the chance to learn about business, communication, leadership and social skills while living in this environment. The experience truly is a prime example of the living and learning philosophy that UD strives to promote. This year the Blend will have sales of approximately $100,000 with profits of more than $11,000. The business plans to continue to grow next year by serving ArtStreet sandwiches and extending night and weekend hours beginning in the fall. So if you haven't visited the LTC and the Blend in awhile, stop on down for a fruit smoothie or espresso drink and experience the living and learning success of Flyer Enterprises first hand.

For more information on Flyer Enterprises or the Blend please email us at *flyerenterprises@notes.udayton.edu*

Call us at x94722 or visit our Web site at *http://www.sba.udayton.edu/flyerenterprises/*

WHAT'S BREWING AT THE BLEND?

Get **25% off** any espresso drink or frozen treat.

Offer Expires: 09/30/05

the Blend

Part-Time Faculty Workshop
Fall 2005

This fall's Workshop, sponsored by the Faculty Development Committee, will be held on Saturday, September 10. It begins at 8:30 a.m. with breakfast in the KU Barrett Dining Room and then move to the LTC for the morning program. The keynote speaker following the breakfast will be Brother Ray Fitz S.M.. Attendees can then join one of two parallel sessions: Session I - Engaging First Year Students (including a discussion of the *Urban Injustice* book read by first year students) and Session II - Active Learning Strategies.

For more information, please contact Lora Bailey, Faculty Development Coordinator, at 229.3309.

Brother Ray Fitz S.M.

Saturday, September 10
8:30 am
KU Barrett Dining Room

Keynote speaker: Brother Ray Fitz S.M.

Session I: Engaging First Year Students
Session II: Active Learning Strategies

UNIVERSITY of DAYTON

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