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LTC Newsletter

University of Dayton. Ryan C. Harris Learning Teaching Center

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SPRING 2017

LTC NEWSLETTER

RYAN C. HARRIS LEARNING TEACHING CENTER



UNIVERSITY of
DAYTON





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ABOUT TESTING ACCOMMODATIONS IN THE LTC'S OFFICE OF LEARNING RESOURCES

As part of a recent survey emailed to faculty across campus, the LTC's Office of Learning Resources (OLR) asked how satisfied faculty are with the measures we take to protect the integrity of the tests we administer to students using accommodations. Many faculty responded that they had never thought about the need to protect their exams or that they don't know what we do.

We'd like to explain our testing process and help faculty understand that we take very seriously both our responsibility to protect the integrity of their exams and to provide an appropriately supportive environment for students taking exams with us. Here's an overview of what we do:

- When OLR receives or prints a test from an instructor, it is immediately put into a brown envelope that is labeled with all information pertinent to the administration of that test. These envelopes may be handled by OLR's professional staff, graduate students employed in the OLR Testing Center (who process and administer exams) or undergraduate students employed in the OLR main office under staff supervision, but the test itself is only removed from the envelope by the student who is taking it. When finished, the testing student seals the test in the envelope along with all materials used for the test.

- Tests are maintained in a secure office with limited access. They remain locked up whenever a professional staff member is not physically in the room. Tests are not stored electronically once the test has been administered. In addition, OLR tracks who delivers and receives completed tests that are delivered in their envelopes. If an instructor asks for a completed test to be delivered electronically, OLR will scan the test and send it by email, then, depending on instructions, either deliver the original later or shred the original once confirmation of delivery has been received.

- Students only take approved materials into testing rooms. This means all coats, hats, scarves, backpacks, cell phones, watches, and baseball caps are left outside the room where a student takes their test. While we do permit jack-

ets and sweaters, we specifically ask students to empty their pockets. During FA16 finals week, we began providing pens and pencils for exams (look up "camera pen" on amazon.com to see why; we haven't figured out what to do about glasses).

- Computers used as part of testing in OLR have restrictions that prevent access to specific programs and, when applicable, to the internet. We also use a program called Sentry PC which logs all activities on the testing computer and sends alerts if a student attempts to access a restricted location.

- Most regular semester tests are taken in rooms in Albert Emmanuel Hall and the LTC that are controlled by OLR. These rooms have cameras in the ceiling that are connected to software on staff desktop computers, and a professional or student staff member monitors the camera feed in real time throughout every exam to watch for possible cheating. During final exam week when we also have to use larger rooms in the LTC and other buildings on campus, we have at least one live proctor in each testing room at all times. Final exams are scheduled daily in two time blocks only — tests begin at either 9:00 a.m. or 1:00 p.m. so that we can appropriately seat and monitor all exams.

- Immediate action is taken if a proctor or camera monitor sees anything unusual while a test is taking place. If there is a suspicion of cheating, the test is stopped and the situation investigated. If cheating is substantiated (by reviewing camera images, talking with the witness and the student, examining materials used by the student), we advise the student that they have 30 minutes in which to contact their instructor about the incident. After 30 minutes OLR sends an email to the instructor detailing the circumstances. The decision as to what (if any) further actions to take rests with the instructor.

Feel free to contact OLR with questions or feedback at disabilityservices@udayton.edu. We are always interested in ideas for how we can better serve students, faculty, and staff at the university!

DISABILITY SERVICES IN 2015–16 BY THE NUMBERS

- 792 students eligible for disability-related services (+13% from 2014–15)
- 522 students requested Accommodation Letters (+17%)
- 2484 exams administered with accommodations (+2%) for 294 students (+7%)
- FA15: 925 semester tests and 458 final exams administered
- SP16: 723 semester tests and 364 final exams administered

DEAR RUDY: ANSWERS TO QUESTIONS BIG AND SMALL

Dear Rudy,

Thank you for answering my last question regarding the difference between the various systems that support student learning and success at the University of Dayton. I did end up using the Student Success Network to participate in the Student Progress Checkpoints and found them very easy to complete. But, I'm still not clear on what happens (if anything) after I raise a flag or create a referral. Can you explain what happens when I put a concern into the Student Success Network?

Baffled Beginner

Dear Baffled Beginner,

Thank you for submitting another excellent question! I'll outline the general process that occurs for the flags that faculty use the most in a moment. First, I would like to take a minute to share or clarify some of the philosophy behind the Student Success Network. The University of Dayton has long since been recognized as a "high touch" institution. We have had systems of support, outreach, and intervention in place even at our earliest beginnings in 1850. So, why the Student Success Network and why now?

Well, we believe that regular feedback encourages students to take action in support of their academic success. A clear indicator of performance — such as a flag focused on grades or attendance or participation — helps to prevent a student from "thinking magically" about the reality of their academic performance. When students see individual grades on assignments, they often fail to create big-picture meaning and tend to underestimate a bad situation: "I'll do better on the next exam and that will fix everything."

We also believe that positive feedback reinforces the student identity, helping students make good choices in support of that identity (this point is crucial, as our students are juggling multiple competing roles). Additionally, active outreach is a means of normalizing the help-seeking behaviors that promote success. Thus, when you raise a referral for tutoring to Global Learning Support, that office actively reaches out to that student to normalize the experience and create a personal connection.

Finally, the Student Success Network allows us to break down information and communications barriers to help provide needed data and information to the right people at the right time, so that they can intervene with the right student to have the biggest impact.

With those things in mind, I'm sharing a brief table with you so you can see the typical process that occurs when you create a flag in the Student Success Network. The outlined interventions may vary depending on an individual student's flag history or your specific flag comments.

TRACKING ITEM TYPE	TRACKING ITEM NAME	INTERVENTION	VISIBLE TO STUDENT?	ITEM COMMENTS VIEWABLE BY STUDENT
FLAG	Attendance Concern	Student contact by system email plus student contact by PASS (Peer Ambassador for Student Success), present academic support. Possible Additional Referrals: Dean's Office when multiple reports occur, Dean of Students for non-responders.	YES	YES
FLAG	In Danger of Failing	Student contact by system email. Follow-up by appropriate University staff to present academic/social support and refer as needed. Possible Additional Referrals: Tutoring, Global Learning Support, Write Place.	YES	YES
FLAG	Low Quiz/ Test Scores	Student contact by system email. Follow-up by appropriate University staff to present academic/social support and refer as needed. Possible Additional Referrals: Tutoring, Global Learning Support, Write Place.	YES	YES
FLAG	Missing/Late Assignments	Student contact by system email. Follow-up by appropriate University staff to present academic/social support and refer as needed. Possible Additional Referrals: Tutoring, Global Learning Support, Write Place.	YES	YES
FLAG	No Show/ Never Attended	Student contact by system email. Encouragement to take action. Follow-up by appropriate University staff to present academic support. Possible Additional Referrals: Dean's Office when multiple reports occur, Center for International Programs.	YES	YES

COMMON ACADEMIC PROGRAM CROSSING BOUNDARIES: FAITH TRADITIONS GRANT ANNOUNCEMENT

In Spring 2017, UD is again providing resources to support individuals interested in devoting their expertise, time, energy, and imagination to develop Crossing Boundaries-Faith Traditions courses for the Common Academic Program (CAP). A limited number of Crossing Boundaries-Faith Traditions course development grants will be supported by the Office of the Provost. The CAP Leadership Team will oversee this process. Successful grant applicants will be awarded \$2500 per person for the development and implementation of a newly created or significantly revised Faith Traditions course.

Development grants for proposed courses will be awarded on the basis of their alignment with the Crossing Boundaries-Faith Traditions requirements and responses to the criteria and questions outlined in the request for proposals (RFP) document, which is available on the CAP website at www.udayton.edu/provost/cap/grantsphp.

The course on Faith Traditions is designed to encourage students to better understand, reflect on, and place their own religious beliefs and experiences in a broader historical or cultural context. Courses satisfying the Faith Traditions component may be offered by any department provided that the courses incorporate some of the ideas from the introductory religious studies course and that they develop students' ability to examine their own faith commitments and to participate in dialogue with other

faith traditions. In the course students will: 1) place religious traditions within their historical context; 2) examine the philosophical foundations or the internal logic of religious thought, language, and practice; 3) compare religious traditions by examining their philosophical foundations, historical origins, artistic expressions, canonical texts, and/or storied practices; or 4) examine a religious tradition with which students are unfamiliar.

The UD Faith Traditions Student Learning Outcome (SLO) must be addressed. Faith Traditions Student Learning Outcome:

All undergraduates will develop and demonstrate ability to engage in intellectually informed, appreciative, and critical inquiry regarding major faith traditions. Students will be familiar with the basic theological understandings and central texts that shape Catholic beliefs and teachings, practices, and spiritualities. Students' abilities should be developed sufficiently to allow them to examine deeply their own faith commitments and also to participate intelligently and respectfully in dialogue with other traditions.

Submission deadline is **5:00 p.m. on Friday, March 24**. For additional information regarding the RFP, contact Sawyer Hunley, Assistant Provost for CAP, at shunley1@udayton.edu.

DID YOU KNOW that LTC staff will come to departments to provide support for your work? We can help in departments or units with many issues related to learning and teaching, including assessment, student engagement, student note-taking, syllabus design, and gaining insight from SET responses. Contact Susan Brown (sbrown4@udayton.edu) for more information.

HAVE YOU CONSIDERED A FULBRIGHT PROGRAM?

JENNIFER SPEED, Ph.D., DIRECTOR, EXTRAMURAL FUNDING AND STRATEGIC RESOURCE DEVELOPMENT, COLLEGE OF ARTS AND SCIENCES

Seventy years ago, in the aftermath of World War II, Senator William Fulbright initiated a major cultural exchange program “to increase mutual understanding between the people of the United States and the people of other countries.” The best way to do that, in Senator Fulbright’s mind, was to support U.S. and international scholars, educators and artists who engaged with the sciences, business, academia, public service, and the arts. Today, the Core U.S. Fulbright Scholar Program remains the most prestigious and largest program for supporting international scholarship and creative activities among American scholars.

In all likelihood, your talent and expertise is welcomed somewhere among the 125 country programs. In particular demand are: scholars and practitioners with expertise in U.S. educational systems (e.g., curriculum development, higher education administration, program development and implementation); scholars who focus on American literature, history, and culture; scholars whose academic focus requires research in museums, libraries, or archives within the host country; and scientists and social scientists whose research transcends national or regional boundaries. Finally, programs around the world are looking for artists in all fields, with or without international experience.

IN-COUNTRY BENEFITS: All Fulbright programs provide a living allowance and travel expenses to and from the country of residence. Many programs also provide for additional research expenses and dependent costs, and may include items like resident tuition rates for school-age children. Some programs provide special living arrangements, such as campus housing.

TYPES OF FELLOWSHIPS: Fulbright offers fellowships that are primarily research, primarily teaching, or combined research and teaching. The catalog of awards will tell you which types of awards your host country offers. If they don’t specify a preference, you can choose the best fit for your interests.

LENGTH OF FELLOWSHIP: Fellowships range from two to 12 months, and most overlap with a typical fall or spring semester in the U.S. The “flex” option allows a scholar to make two to three visits to a country over an extended period.

LANGUAGE PROFICIENCY: In most countries with Fulbright programs, the language of instruction and/or business is English, but some local language competency may be needed for research, teaching, or navigating daily life. Each program specifies the level of language fluency that is required (for example, a self-assessment or a formal evaluation from a language instructor).

IN-COUNTRY AFFILIATION: Most Fulbright scholars are formally or informally affiliated with an in-country institution, such as a university or research organization. If you don’t already have a contact at another institution, please don’t let that act as a barrier. UD has a network of friends and supporters around the world, as does the greater Fulbright community, and we are all happy to help reach out to potential contacts who might offer a letter of invitation.

IN-COUNTRY FORMAL AND INFORMAL SUPPORT: Host country staff offer support including recommendations for schools and housing, assistance with navigating paperwork requirements, and tips not found in guidebooks.

In short, the Fulbright Program wants to see you succeed, and a team here at UD is prepared to help you get started. A Campus Conversations session on the topic is scheduled for **1:00–2:00 p.m. February 8** in LTC Meeting Space 028. For more information, contact UD’s Fulbright campus liaisons: Jennifer Speed, Sangita Gosalia, Amy Anderson, or Deb Bickford. A new catalog of opportunities will open on February 1, 2017, with applications due around August 1, 2017. Last year’s list is here: <https://catalog.cies.org/index.aspx>.

CONGRATULATIONS TO THE FOLLOWING
FACULTY AND STAFF FOR COMPLETING
COHORTED PROGRAMS IN FALL 2016

STUDIO FELLOWS:

Jorge Aguilar-Sanchez

Global Languages and Cultures

Ann Biswas

English

Maria Carmen Castro Garcia

Global Languages and Cultures

Riley Dugan

Management and Marketing

Miranda Hallett

Sociology, Anthropology and Social Work

Laura Leming

Sociology, Anthropology and Social Work

Xiaoli Li

English

Jamie Longazel

Sociology, Anthropology and Social Work

Nancy Miller

Political Science

Robert Obach

Philosophy

Yvonne Sun

Biology

Sr. Angela Zukowski

Religious Studies

RESEARCH FELLOWS:

Jorge Aguilar-Sanchez

Global Languages and Cultures

Lance Chen

MIS, OM and Decision Sciences

Riley Dugan

Management & Marketing

Layla Kurt

Counselor Education & Human Services

Jeanne Holcomb

Sociology, Anthropology and Social Work

Angela Mammana

Chemistry

Stephanie Soule

University Libraries

Emily Sullivan

Art and Design

Erick Vasquez

Chemicals and Materials Engineering

Kelly Vibber

Communications

Mary Ziskin

Educational Administration

WHO'S NEW IN THE LTC?



Karen Velasquez started in August as the LTC's Director of Experiential Learning. Karen is originally from Queens, New York City, one of the most linguistically and culturally diverse places in the world. She believes experiential learning opens many rich avenues for students to explore new ideas, skills, and perspectives, locally and globally. Karen holds a Bachelor of Arts in Sociology and Anthropology from Fordham University and a Master of Education in Interna-

tional Educational Development from Teachers College, Columbia University.

Her dissertation, and forthcoming book, *Transcending Cultural and Linguistic Boundaries: Latinos in Koreatown, NYC*, explores how Latino immigrants employed in Korean businesses learn to communicate and work together with Korean immigrants. Karen earned a Master of Philosophy and Doctor of Philosophy in Anthropology and Education from Columbia University.

In 2014, she joined Antioch College as Assistant Professor of Cooperative Education. At Antioch she advised students on cooperative education, designed co-op curricula, and developed new co-op opportunities in the U.S., Mexico, and Argentina.

As a proud Latina of Colombian descent, she is also actively involved in Welcome Dayton, which promotes Dayton as an immigrant-friendly city. She is also a member of the Dayton Diversity Caucus and serves as a board member of the Dayton Public Schools Foundation. She enjoys traveling, learning Korean and watching Korean tv-dramas, and playing with Willie, her standard schnauzer mix. If you haven't yet met Karen, stop by the LTC and say hello.

HABITS OF INQUIRY AND REFLECTION FELLOWS UPDATES

During the fall term, the Vocation Implementation Committee, co-chaired by Crystal Sullivan and Steve Wilhoit, continued to examine ways to make vocational discernment more central to students' education at the University of Dayton. One committee sub-team convened several open meetings with faculty and staff to discuss both the language of vocation and the role of vocation in capstone courses and experiences; another sub-team began to catalogue opportunities that already exist in the curriculum and co-curriculum for

students to examine their callings and to sketch out a more structured plan for student vocational discernment.

Also in fall, the HIR Fellows for Practical Wisdom wrote a guiding paper and are making plans to hold focus groups in spring with faculty, staff and students. The purpose of these focus groups will be to discuss the language and meaning of practical wisdom and to understand the current experiences, both co-curricular and curricular, that students have around practical wisdom.

TRANSFORMATIVE INCLUSIVE COMMUNITIES

KENYA CROSSON, Ph.D., LTC FACULTY DEVELOPMENT FELLOW FOR DIVERSITY AND INCLUSION

As you departed a meeting, workshop, or event to hastily embark on another scheduled activity, have you ever wanted to continue a meaningful conversation with a colleague? Have you ever attended an LTC workshop series, reading group, or cohort program, and wanted to continue the reflective practice, discussions, and idea-sharing? Would you like to build trust among colleagues, reflect on vocation and self, and cultivate meaningful mentoring relationships and community? Do you often feel that you lack the time or bandwidth to reflect deeply on your work and create connections within the community?

Then during Spring 2017, you should consider participating in a Transformative Inclusive Community characterized by mutual respect, reciprocity, confidentiality, and collaboration (no silos or hierarchies). A transformative inclusive community is a freely-formed, voluntary group of four-eight faculty and staff that meet regularly (every two weeks or once a month) to have meaningful conversations about topics, experiences, and ideas that build trust, inclusion, and respect for diverse perspectives. This model is built on the framework of *Transformative Conversations: A Guide to Mentoring Communities Among Colleagues in Higher Education* by Peter Felten et al (2013).

Promoting diversity and inclusion necessitates us to build trust, engagement, and intent within the community. These sustaining inclusive communities will allow participants to engage in personal reflection, authentic conversations that promote diversity and inclusion, and informal mentoring. As we build trust and understand differences

through these conversational communities, we can nurture reflective habits and demonstrate respect for human dignity—key Marianist educational values.

Transformative Inclusive Communities are not working groups with obligations, tasks, or set agendas, but occasionally the community may decide to discuss a relevant selected reading, poetry, a teaching-learning experience, or a quote. Through collaborative conversations, the inclusive community members can develop an understanding of how their values are reflected in their practices, build trust and respect within the community, and promote inclusive actions within the larger university learning-living community.

A Transformative Inclusive Communities information session will be held in January. Please contact Kenya Crosson (kcrosson1@udayton.edu) if you are interested in learning more about these transformative communities.



WANT MORE NEWS about the LTC and other learning and teaching events and resources? Follow us on Twitter @LTC_UD, and if you're not getting LTC email updates, contact Susan Brown (sbrown4@udayton.edu).



RESOURCES AND SUPPORT FOR FACULTY AND STAFF SEEKING EXTERNAL FUNDING

JOHN WILLIAMSON, Ph.D., AND BRANDY MCFALL



The Office for Research and University Advancement are undertaking a new effort to expand and communicate the availability of resources for faculty and staff seeking extramural funding for their research. This joint effort will help UD faculty and staff find and approach funding agencies and foundations best suited for their research interests, as well as provide resources and assistance in the development of the proposal through submission.

Developing and submitting research proposals can be a major endeavor for busy faculty and staff members; however, the rewards can be immeasurable for national and international standings in their fields. The Office for Research and University Advancement, in coordination with the College and Schools, are committed to helping faculty and staff reach their scholarly goals.

John Williamson, Research Initiatives Coordinator in the Office for Research, and Brandy McFall, Director of Development for Foundation Relations in University Advancement, will spearhead the effort across campus to combine and further develop University resources to support faculty research funding efforts. Williamson, who is new to UD, has spent 25 years as a professor of medicinal chemistry and the past four years as a Branch Chief at the National Institutes of

Health. McFall has served as Director of Development for Foundation Relations in Advancement for the past four years, with more than 10 years of experience in fundraising, relationship management and foundation relations.

Events and workshops will be held to help faculty and staff develop their research ideas and move forward with funding opportunities to support their work. Topics covered will include researching relevant potential funders; preparing approach strategies; organizing initial abstracts and outlines; honing basic and advanced proposal writing skills; providing useful fund-seeking tips and advisement for contacting agencies and foundations; assisting with proposal edits and reviews; preparing project budgets; and submitting final applications.

Stay on the lookout for a Campus Conversations session on resources and support for faculty and staff seeking external research funding to be held this spring.

To learn more about how to pursue funding for your research and support resources, please contact John Williamson, Research Initiatives Coordinator in the Office for Research (jwilliamson2@udayton.edu or 9-5527) and/or Brandy McFall, Director of Development for Foundation Relations, in University Advancement (bmcfall1@udayton.edu or 9-2959).

VALUABLE RESOURCE FOR ONLINE TRAINING FOR EDUCATORS (FREE FOR SOCHE MEMBERS)

About SOCHE Education On Demand

SOCHE (Southwestern Ohio Council for Higher Education) partnered with the Boulder-based company *Innovative Educators* to provide our members access to more than **100 professional development training courses**, as well as access to unlimited live webinars. We teamed up with Innovative Educators due to their expertise in providing online training for educators and the breadth of programming available for faculty, administrators, and staff. More so, the live webinars cover the most pressing topics in higher education that address:

- At Risk Populations
- Campus Safety
- Organizational Development
- Student Success
- Teaching and Learning
- Technology

As a result of our partnership, this valuable resource is available at **NO COST** to SOCHE members (and UD is a member).

To register for free access to the professional development programs, please go to: www.soche.org/events/content/461-soche-education-ondemand.

Once you register, you will receive an email with information on how to register for free.

For webinars by topic, go to: www.innovativeeducators.org/Webinars-By-Topic-Innovative-Educators-s/82.htm.

For more information on SOCHE Education On Demand or to have your questions answered, please contact Kimberly (Federle) Weaver, SOCHE, 937.258.8890 ext. 106.



UD faculty receiving the SOCHE Faculty Excellence Awards are (from left to right): Joshua Heyne, Mechanical & Aerospace Engineering; Allison Kinney, Mechanical & Aerospace Engineering; Susan Trollinger, English; Sandra Yocum, Religious Studies; Victoria VanZandt, Law. NOT PICTURED: Kellie Schneider, Engineering Management, Systems & Technology.

TELL US ABOUT INNOVATIVE TEACHING!

Do you know someone who is innovative in their teaching? Maybe it's you! We want to know what kinds of creative learning environments our colleagues are developing for students. Send a note to the Faculty Development mailbox (facdev@udayton.edu) and let us know who is teaching with innovation.

SPRING 2017 READING GROUPS



DISCUSSION DATES

THURSDAYS
12:30 – 1:45 P.M.

IN THE LTC (SEE REGISTRATION FORM FOR ROOM NUMBERS)

February 6, 23
March 9, 16, 23, 30

Register at udayton.edu/ltc

Small Teaching: Everyday Lessons from the Science of Learning by James M. Lang

Facilitated by ELIZABETH HARRISON (LTC, Office of Learning Resources)

Interested in thinking about your teaching while learning some new strategies to support your students' learning? Join other faculty and staff to read James Lang's new book, *Small Teaching: Everyday Lessons from the Science of Learning*.

In *Small Teaching*, Lang presents strategies designed to bridge the chasm between primary research in psychology and neuroscience and the classroom environment in a way that can be implemented by any faculty in any discipline, and even integrated into pre-existing teaching techniques.

Each chapter introduces a basic concept in cognitive theory, explains when and how it should be employed, and provides firm examples of how the intervention has been or could be used in a variety of disciplines.

Small teaching techniques include brief classroom or online learning activities, one-time interventions, and small modifications in course design or communication with students.

—Adapted from Amazon.com



And from colleagues from across campus, another opportunity: In spring, Creating Inclusive Communities will host a book read group for *Between the World and Me* by Ta-Nehisi Coates (see more about the book at www.amazon.com/Between-World-Me-Ta-Nehisi-Coates/dp/0812993543). Books will be provided free of charge to the first 20 registrants who are able to commit to the five book dialogue sessions.

By securing your free copy of the book, you are also indicating your intended attendance to five Book Read sessions on the following Tuesdays, Noon to 1:00 p.m.: February 7, 21; March 7, 21 and April 4. If you are able to commit, a meeting invitation will be added to your Google calendar.

We look forward to this opportunity to consider inclusion from this frame together. Please feel free to contact anyone listed below with questions about registering for Creating Inclusive Communities:

Student Leadership Programs: **Daria-Yvonne Graham**

Center for International Programs: **Dr. Amy Anderson, Chanel Wright**

English: **Dr. Tom Morgan**

Fitz Center: **Kelly Bohrer**

Multicultural Affairs: **Merida Allen, Dr. Patty Alvarez, Carlos Stewart**

Learning Resources: **Michael Key**

School of Engineering: **Dr. Malcolm Daniels, Dr. Margie Pinnell**

Campus Ministry: **Rev. Dr. LaKendra Hardware, Jen Morin-Williamson**

Sociology, Anthropology, and Social Work/Criminal Justice: **Dr. Leslie Picca**

Housing and Residence Life: **Christina Smith**

CONFIDENTIAL CONSULTATIONS AVAILABLE

Did you know that staff and faculty associated with the LTC are available for one-on-one confidential consultations on a wide variety of teaching and learning topics, including SET results? Contact Susan Brown (sbrown4@udayton.edu, 229-3309) for more information.

UPDATES ON FACULTY DEVELOPMENT WORK IN TEACHING A GLOBAL STUDENT COMMUNITY

SUKI KWON, ASSOCIATE PROFESSOR, DEPARTMENT OF ART AND DESIGN

“As the significance of intercultural capabilities and global perspectives continue to grow, what should UD do in the coming 20 years to advance students’ global and intercultural learning?” –President Spina

In part of response to this important quest, the university supported the creation of a LTC Faculty Development Fellow for Teaching a Global Student Community (TAGS), charged to work with faculty to advance intercultural and global learning. I gladly and eagerly accepted the invitation to serve in this two- to three-year appointment, starting fall 2016.

I spent much time learning the culture of learning and teaching in higher education at UD and other institutions nationwide and researching and analyzing data on these issues, including the recent survey conducted at UD on international learning and teaching. I attended the “Global Learning and the College Curriculum: Nurturing Student Efficacy in a Global World” conference organized by the Association of American Colleges and Universities. I got to listen to the discussions on how educators in higher education are placing real-world problem solving at the center of the undergraduate curriculum as students need to be prepared to solve these problems with an ethical, global mindset. Later in the term, I attended the annual conference of the Professional and Organizational Development Network in Higher Education (POD for short), whose theme was “Transformative Relationships: Fostering Cultures of Deep Learning.” I felt I had a transformative experience as an educator and gained a great deal of practical knowledge on teaching and fostering inclusive community in our classrooms and

campus. Some of those workshop/presentation topics addressed confronting micro-aggressions with micro-resistance and ally development; incorporating contemplative pedagogy; cultural markers in the classroom; facilitating difficult dialogues; engaging international students; and identifying and supporting the needs of international faculty.

TAGS committee members and my colleague, Kenya Crosson, LTC Faculty Development Fellow for Diversity and Inclusion, propose to develop a year-long sustainable seminar program and produce informational materials for and after the program. The goals are to assist faculty and staff to develop their capacity to teach and serve in a global learning environment; to improve skills in academic advising for international and minority students; and to enhance intercultural services on a multicultural campus. Both the seminar program and informational materials will provide information for faculty to effectively mentor international and minority students, and strategies to deal with some urgent and/or specific issues for international and minority students to foster intercultural/global, inclusive learning in the classroom and across campus.

In my LTC Faculty Development Fellow for TAGS appointment, I hope to continue engaging with faculty and providing support. I think the world is now well-connected and intercultural competency is becoming a necessity, not just a passion or interest, in order for our students to compete in a global market.

ABOUT THE LTC NEWSLETTER

The LTC Newsletter is published by the Ryan C. Harris Learning Teaching Center in the Fall and Spring semesters. It is designed to stimulate understanding and innovations in learning and teaching and focuses on professional growth and development of faculty, along with listing developmental opportunities.

A PRACTICE OF CULTURALLY AND LINGUISTICALLY RESPONSIVE PEDAGOGY

XIAOLI LI, Ph.D., ENGLISH DEPARTMENT

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LTC NEWSLETTER SPRING 2017

In March 2015, there were over 300,000 Chinese students enrolled in U.S. colleges, and UD has had similar increases of Chinese students in the past five years.

When more than one-fourth of the students in your classroom are international students or non-native speakers of English, what would you do? Some instructors choose not to change anything with the idea that these international students are getting a U.S. degree, while others adapt the class in terms of course design and delivery to accommodate the capabilities and expectations of students.

With a background in technical writing, where the key to success is audience analysis, I decided to experiment with a culturally responsive pedagogy in my ENG 200 Writing Seminar, whose theme is reading, research, and writing in China's middle class. The goal was to support my Chinese students' cross-boundary literacy practice. ENG 200 is an approved CAP second-year writing course with a focus on academic discourse, research, and argumentation.

What is culturally responsive pedagogy? Culturally responsive pedagogy, according to Matthew Lynch, Ed.D., is a "student-centered approach to teaching in which the students' unique cultural strengths are identified and nurtured to promote student achievement and a sense of well-being about the student's cultural place in the world." It includes the institutional, personal, and instructional dimensions.

After I taught the class as a LTC Studio Fellow, I shared my teaching experience at the Conference on Writing Education across Borders on May 20-22, 2016, in Guangzhou, China. The conference promotes a more inclusive view of writing that enables our students to draw upon their own linguistic and rhetorical resources and that reflects and further promotes the global nature of writing education.

In my presentation, I first described my Chinese students' cross-cultural academic literacy practices, highlighting their border-crossing activities spon-

sored through student success services (Write Place, TAGS, International Student Support) and their negotiation with cultural and material aspects of the university, including how to access library resources and document sources. In particular, I listed a few strategies employed in teaching this writing seminar. For example, to make the subject matter meaningful to my domestic and Chinese students, we discussed the concept of the middle class in China as compared with the definitions for the middle class in the United States through guest speakers and interviews. Another effective strategy was the "cultural buddy system," in which one Chinese student was formally paired with domestic student(s) at the beginning of the semester. As to the instructional dimension, students were encouraged to search for scholarly resources published outside the U.S. on China's middle class. These resources contributed much to our class discussion on the topic with a more balanced perspective. For students who chose to use "foreign" sources, I guided them on how to cite them properly in MLA.

My presentation was attended by writing educators from the U.S., China, Australia, Korea, Japan, Taiwan, Hong Kong, Macao, Singapore, New Zealand, and Great Britain, including the leading scholar on translingual literacy, Dr. Canagarajah from Penn State University. The comments and feedback I received from my audiences enhanced my understanding of ways that writing, languages, literacies, and pedagogies travel across borders and ways they are transformed. I further learned how to effectively support students in transnational contexts on developing and valuing rhetorical flexibility and understandings of language, rhetoric, and learning.

I am grateful to LTC for the opportunity to teach as a Studio Fellow, which allows me not only to use the physical Studio space but also to experiment with innovative course design.

WORK CITED

Lynch, Matthew. "What is Culturally Responsive Pedagogy?" Web blog post. *The Huffington Post*. The Huffington Post Company, 14 Dec. 2011. Web. 30 Oct. 2016.

WHAT'S GOING ON WITH EXPERIENTIAL LEARNING?

KAREN VELASQUEZ, Ph.D., DIRECTOR OF EXPERIENTIAL LEARNING,
RYAN C. HARRIS LEARNING TEACHING CENTER

In my first four months as Director of Experiential Learning (EL), I have had the pleasure of learning about the abundance of rich EL opportunities available to students at the University of Dayton. I also have the privilege of working with innovative and brilliant leaders from departments, centers, and institutes across the University who are deeply involved with EL and dedicated to creating dynamic and robust learning experiences for students. The newly formed Experiential Learning Advisory Group, a collective of faculty and staff representing different facets of EL, will serve to promote EL as a central component of students' educational experiences and highlight EL accomplishments for audiences at UD and beyond.

EL opportunities abound at the University; examples include community-engaged learning projects through the Fitz Center, cultural-immersion programs through Campus Ministry, closely mentored undergraduate research opportunities, co-ops, internships, education abroad, student employment, and much more. EL at UD is rooted in a University culture that is deeply tied to Marianist values and a spirit of collaboration, community building, thoughtful reflection, and the ability to adapt and respond to change. Not only is experiential learn-

ing at UD profoundly educational, transformative, and useful for students' vocational discernment, it is also an exciting and engaging way to learn. Students find deep meaning and value in experiential learning because it opens their minds to new perspectives and life possibilities.

Experiential learning, in all its rich manifestations at UD, is a collaborative, interdisciplinary, and empowering approach to education. Not only does EL help students achieve greater understanding of disciplinary knowledge and career skills, it also prepares students for our globally interconnected world by empowering them to become adaptable thinkers and doers who can make meaningful contributions, whichever paths they take in life. Stay tuned to find out more about what's going on with EL at UD!





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NAVID LADHA, EDUCATION ENGAGEMENT MANAGER AT THE NEW YORK TIMES

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Faculty and instructors are consistently looking for ways to connect their course content to the real world while creating a vibrant learning environment. This is the reason that our education team created *The New York Times in Education* site, a discipline-specific web site full of instructional strategies,

discussion and writing prompts, case studies and more to help you integrate NYT content into your curriculum. This site is included with your program at UD. To access, visit nytimesineducation.com/register and sign up with your @dayton.edu email address.

There are currently more than 3,000 faculty all over the world who include *The Times* on their syllabi as a required or supplemental reading for their students. For any faculty member who includes reading NYTimes.com in their course, by including the instructions below on how to create an account, we can provide a semester-long complimentary digital subscription to the person of your choice outside UD (all UD students and employees have access). Please email a copy of your syllabus to navid.ladha@nytimes.com to participate in this offer.

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While on campus: visit nytimes.com/grouppass. Follow the simple instructions. Once activated, your Pass will provide access to NYTimes.com from any location. Download your free NYT apps: visit nytimes.com/mobile. Contact Navid Ladha (navid.ladha@nytimes.com) with questions. Navid will facilitate a Campus Conversations session on using NYTimes.com in teaching and learning, scheduled for 12:00-1:00 p.m. Thursday, February 2, in the LTC Forum. Register at udayton.edu/ltc/development/campus_conversations.php.



JOIN US FOR SPRING WEBINARS TO PROMOTE STUDENT LEARNING

Do you wish you had a way to measure how well your students are learning but feel overwhelmed by the whole idea of assessment? Join us for an online seminar by prominent educator and author Elizabeth Barkley, a self-confessed sufferer of “assessment aversion,” as she describes 50 different Learning Assessment Techniques and focuses on three that will allow you to gather data on student learning for multiple audiences, including students, yourself, and other stakeholders. The accompanying book is available to check out from Roesch Library.

Webinar: *Learning Assessment Techniques: How to Integrate New Activities that Gauge What and How Well Students Learn*, 3:00 – 4:15 pm, Wednesday, February 1, LTC Meeting Space (Room 028).

Stay tuned for information about a spring series of short webinar sessions that discuss research-based reasons why students should take notes and provide a variety of strategies faculty can use to help students understand the value of taking notes and develop their note-taking skills.

STANDER SYMPOSIUM 2017 SCHEDULE OF EVENTS

TUESDAY, JANUARY 17	ONLINE REGISTRATION BEGINS
WEDNESDAY, MARCH 1	DEADLINE TO SUBMIT PROJECT PROPOSALS IS AT 11:59 P.M.
TUESDAY, APRIL 4	<p>CELEBRATION OF THE ARTS Schuster Center, One West Second Street 6:30 p.m. Interactive art installations in the Wintergarden 8:00 p.m. Performance in Mead Theatre</p>
WEDNESDAY, APRIL 5	<p>DAY AT THE STANDER 8:00 a.m. – 5:00 p.m., UD Campus Locations For over 25 years, the Stander Symposium has acted as an annual showcase where both undergraduate and graduate students are invited to showcase their research, creative endeavors and academic achievements. We celebrate the symposium as a day of alternate learning by canceling all regularly scheduled courses and meetings—instead inviting the whole University to engage in conversation, learning and panel discussions—outside of the classroom.</p> <p>Free Breakfast, 8:00 – 9:30 a.m., RecPlex, Main Gym</p> <p>Poster Sessions, RecPlex, Main Gym 9:00 – 10:15 a.m., Session I 10:45 a.m. – 12:00 p.m., Session II</p> <p>Oral presentations, panel discussions, performances and visual arts displays 8:00 a.m. – 5:00 p.m., Various Campus Locations</p> <p>Stander Symposium closing reception & Annual Horvath Awards presentation 5:00 – 7:00 p.m., Radial Gallery, Fitz Hall</p> <p>PARKING: On April 5, parking available in s1 all day and D lot after 4:00 p.m. Limited guest parking passes available at the visitor center in P, C, and B lots.</p>

SCHOOL OF LAW AND STUDENT SUCCESS

DENISE PLATFOOT LACEY, ASSOCIATE PROFESSOR OF EXTERNSHIPS, SCHOOL OF LAW

Last spring, the School of Law faculty approved a number of curricular initiatives in an effort to improve our law students' success. Among other things, the changes included an increased number of mandatory formative assessments during the semester; a minimum number of assessments by the seventh week of classes to determine which students to refer to our Academic Success Program for assistance; the addition of lab courses to provide feedback on legal analysis focus skills; the assignment of focus skills to all first-year and core upper-level courses for intentional reinforcement throughout the semester; and the institution of a policy requiring every course syllabus to identify desired learning outcomes.

Although much work went into the adoption of the curricular changes, serious effort had to be made to implement them. To support the implementation phase, a Teaching Methods Task Force was appointed by Dean Andrew Strauss to provide resources to the law faculty for execution of the new curricular mandates.

The Task Force identified a number of topics that it thought would best assist the law faculty. It then called upon

our resident experts in teaching and learning—the University's Ryan C. Harris Learning Teaching Center — to assist in providing resources on those topics. As a result, the LTC facilitated a series of programs in fall for the School of Law faculty.

With the Task Force's input, the LTC developed customized interactive workshops to engage the faculty in considering new teaching methods and sharing their own teaching experiences. The workshops included topics such as formative assessment and student learning; efficient methods for providing useful feedback; and drafting student learning outcomes.

Faculty participants have been wildly enthusiastic about the usefulness of each session. They benefited from discussing new ideas for teaching and assessing students, and also from the opportunity to come together as colleagues to discuss teaching.

To hear more about the School of Law initiatives, please contact Lori Shaw, Associate Dean of Academic Affairs, at lshaw1@udayton.edu.



SPRING 2017 : CALENDAR OF EVENTS

JANUARY

24 TUESDAY

*E-Learning: Isidore 101:
Getting Started with Isidore*
FACILITATED BY E-LEARNING STAFF
2:00 – 3:00 PM
LTC Meeting Space 028

25 WEDNESDAY

*E-Learning: Google Drive:
Create, Share and Collaborate*
FACILITATED BY E-LEARNING STAFF
10:00 – 11:00 AM
LTC Meeting Space 028

26 THURSDAY

*E-Learning:
Teaching Remotely Using Adobe Connect*
FACILITATED BY E-LEARNING STAFF
12:00 – 1:30 PM
LTC Meeting Space 028 (lunch included)

27 FRIDAY

CARMA: SEM for Small Groups
FACILITATED BY: DR. RICHARD BAGOZZI,
UNIVERSITY OF MICHIGAN ROSS
12:00 – 1:15 PM
LTC Meeting Space 028
(light lunch served)

CARMA: Mixed Methods
FACILITATED BY: DR. SCOTT TURNER,
UNIVERSITY OF SOUTH CAROLINA
1:15 – 2:30 PM
LTC Meeting Space 028

31 TUESDAY

*E-Learning: Isidore 201:
Advanced Uses and Tools*
FACILITATED BY E-LEARNING STAFF
2:00 – 3:00 PM
LTC Meeting Space 028

FEBRUARY

1 WEDNESDAY

Webinar: Learning Assessment Techniques
FACILITATED BY: LTC STAFF
3:00 – 4:45 PM
LTC Meeting Space 028

2 THURSDAY

*Campus Conversations: Using Your Free
Access to The New York Times to Promote
Student Learning*
FACILITATED BY: NAVID LADHA,
THE NEW YORK TIMES
12:00 – 1:00 PM
LTC Forum 044
(light lunch served)

8 WEDNESDAY

*Campus Conversations:
UD Faculty and Staff: Fulbright Wants You*
FACILITATED BY: JENNIFER SPEED
1:00 – 2:00 PM
LTC Meeting Space 028

16 THURSDAY

*E-Learning: Creating and Delivering
Online Exams with Isidore*
FACILITATED BY: E-LEARNING STAFF
2:00 – 3:00 PM
LTC Meeting Space 028

21 TUESDAY

*E-Learning: Isidore eQuality:
10 Practical Tips for Accessibility*
FACILITATED BY: E-LEARNING STAFF
3:00 – 4:00 PM
LTC Forum 044

24 FRIDAY

CARMA: Method Variance
FACILITATED BY: DR. NATHAN PODAKOFF,
THE UNIVERSITY OF ARIZONA
12:00 – 1:15 PM
LTC Meeting Space 028
(light lunch served)

CARMA: Measurement Problems
FACILITATED BY: DR. DAN NEWMAN,
UNIVERSITY OF ILLINOIS, URBANA
CHAMPAIGN
1:15 – 2:30 PM
LTC Meeting Space 028

28 TUESDAY

*E-Learning: How to Capture Video and
Share it with Students*
FACILITATED BY: E-LEARNING STAFF
2:00 – 3:00 PM
LTC Meeting Space 028

MARCH

7 TUESDAY

*E-Learning: Getting Acquainted with
Isidore's Gradebook Tool*
FACILITATED BY: E-LEARNING STAFF
2:00 – 3:00 PM
LTC Meeting Space 028

10 FRIDAY

*E-Learning: Boosting Student
Engagement with Clickers*
FACILITATED BY: E-LEARNING STAFF
11:00 AM – 12:00 PM
LTC Meeting Space 028

15 WEDNESDAY

E-Learning: Using Google Forms
FACILITATED BY: E-LEARNING
10:00 – 11:00 AM
LTC Meeting Space 028

23 THURSDAY

E-Learning: How Your Students Wish You Used Isidore

FACILITATED BY: E-LEARNING STAFF

3:00 – 4:00 PM

LTC Team Space 020

29 WEDNESDAY

E-Learning: Using Lessons: A Dynamic Way to Create Online Modules

FACILITATED BY: E-LEARNING STAFF

10:00 – 11:00 AM

LTC Team Space 020

APRIL

4 TUESDAY

E-Learning: Teaching Online Support Group (first meeting)

FACILITATED BY: E-LEARNING STAFF

3:00 – 4:30 PM

LTC Meeting Space 028

6 THURSDAY

E-Learning: Teaching Online Support Group (first meeting)

FACILITATED BY: E-LEARNING STAFF

9:30 – 11:00 AM

LTC Meeting Space 020

CARMA: Testing Causal Hypotheses

FACILITATED BY: DR. KEITH MARKUS,
THE CITY UNIVERSITY OF NEW YORK

12:00 – 1:15 PM

LTC Conference Room 027

(light lunch served)

CARMA: Construct Vaildation

FACILITATED BY: DR. LOUIS TAY,
PURDUE UNIVERSITY

1:15 – 2:30 PM

LTC Conference Room 027

12 WEDNESDAY

E-Learning: Creating and Delivering Online Exams with Isidore

FACILITATED BY: E-LEARNING STAFF

11:00 AM – 12:00 PM

LTC Meeting Space 028

18 TUESDAY

E-Learning: Teaching Online Support Group (second meeting)

FACILITATED BY: E-LEARNING STAFF

3:00 – 4:30 PM

LTC Meeting Space 028

20 THURSDAY

E-Learning: Teaching Online Support Group (second meeting)

FACILITATED BY: E-LEARNING STAFF

9:30 – 11:00 AM

LTC Team Space 020

26 WEDNESDAY

E-Learning: Getting Acquainted with Isidore's Gradebook Tool

FACILITATED BY: E-LEARNING STAFF

10:00 – 11:00 AM

LTC Team Space 020

28 FRIDAY

E-Learning: Google Forms: Beyond the Basics

FACILITATED BY: E-LEARNING STAFF

11:00 AM – 12:00 PM

LTC Meeting Space 028

DESCRIPTIONS AND REGISTRATION INFORMATION

For Campus Conversations, visit www.udayton.edu/ltc/development/campus_conversations.php

For TAGS (Teaching a Global Student Community) programming, visit www.udayton.edu/ltc/development/tags/index.php

For Reading Groups, visit www.udayton.edu/ltc/development/reading_groups.php

For E-Learning, visit www.udayton.edu/udit/communications_collaboration/e-learning/training.php#Large%20Group%20Training

For CARMA (Consortium for the Advancement of Research Methods and Analysis), visit www.udayton.edu/ltc/development/carma.php

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