

Fall 8-2017

## LTC Newsletter

University of Dayton. Ryan C. Harris Learning Teaching Center

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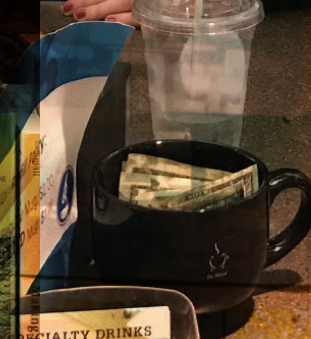
# TC NEWSLETTER

RYAN C. HARRIS LEARNING TEACHING CENTER

| COFFEE |      | TREATS  |      |
|--------|------|---------|------|
| TALL   | 1.75 | COOKIES | 2.00 |
| GRANDE | 2.00 | MUFFINS | 2.50 |
| VENTI  | 2.25 | BAGELS  | 1.75 |
|        |      | GUM     | 1.25 |

| ESPRESSO      |                |
|---------------|----------------|
| ESPRESSO SHOT | .80 1.60 2.10  |
| AMERICANO     | .80 1.60 2.15  |
| CAPPUCCINO    | 2.75 3.25 3.75 |
| LATTE         | 3.00 3.50 4.00 |
| MOCHA         | 3.50 4.00 4.25 |
| WHITE MOCHA   | 3.50 4.00 4.25 |
| CHAI CHARGER  | 4.00 4.25 4.75 |

| ALTERNATIVES        |                |
|---------------------|----------------|
| CHAI TEA LATTE      | 3.25 3.75 4.00 |
| MATCHA LATTE        | 3.00 3.50 4.00 |
| HOT CHOCOLATE       | 2.50 2.75 3.00 |
| WHITE HOT CHOCOLATE | 2.50 2.75 3.00 |
| HOT TEA             | 1.50           |
| WATER               | 1.75           |
| GATORADE            | 2.00           |
| SOJA                | 1.75           |
| ORANGE JUICE        | 1.50           |
| ENERGY DRINK        | 3.75           |
| NAKED JUICE         | 1.50           |
| PURE LEAF TEA       | 2.50           |
| IZZE                | 1.75           |



FALL 2017



UNIVERSITY of DAYTON



the foundation of my knowledge"

→ Fail!

→ Developing others

→ personal & professional

→ Real life business experience

— Real money, real playing business

→ Learning time management

→ Applying what I learn in the next day

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## REMEMBERING RYAN C. HARRIS



SARAH GOODNOUGH, TIM LATHAM AND BEN KUSNER



On May 13, 1997, undergraduate student Ryan C. Harris was tragically killed during a carjacking incident during the summer break following his second year at UD. On the 20th anniversary, three of Ryan’s friends (and roommates) toured the Ryan C. Harris Learning Teaching Center—Sarah Goodnough, Tim Latham and Ben Kusner. All three graduated from UD in 1999.

Ryan had been diagnosed with Attention Deficit Disorder as a child and successfully negotiated his first two years of college through determination and support from Disability Services—a forerunner of the Office of Learning Resources in today’s LTC.

At the end of his second year as a psychology major, Ryan wrote a paper in which he described a vision of a learning center on campus where students with disabilities could access state-of-the-art technology, as well as a caring and expert staff:

*“I realize that this plan is an ambitious undertaking ... with dedication, perseverance, and endurance, anything can be achieved.”*

—RYAN C. HARRIS (MAY, 1997)

Through generous donations from Ryan’s family and friends, the Ryan C. Harris Learning Teaching Center opened in 2000 to instill and support in all students, faculty and staff a passion for learning and teaching.

During their visit, Goodnough, Latham and Kusner were greatly impressed with the success of the LTC in meeting the learning needs of students and continuing efforts to fulfill Ryan’s dream. They were also excited to see the breadth of the work of the LTC and offered a “heartfelt thank you to the entire LTC staff.”



### HIR UPDATES

The implementation teams addressing the Habits of Inquiry and Reflection of Vocation and Practical Wisdom have met throughout 2016–17 and are formulating plans for this year. In the near future, campus banners related to Vocation will be displayed, and a special collection of books related to Vocation and Calling is now available across from the fireplace in the LTC (see photo). Also coming soon is the publication on the Provost’s Office web site of the two teams’ white papers related to Vocation and Practical Wisdom.

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## **POSITIVELY INFLUENCING THE CLIMATE FOR DIVERSITY: AN OPPORTUNITY AND PRIORITY!**

**PATTY ALVAREZ, Ph.D., ASSISTANT DEAN OF STUDENTS AND DIRECTOR OF MULTICULTURAL AFFAIRS**

President Spina shared in his May 9, 2017, blog that UD will welcome this fall the most diverse and academically talented first-year class in university history. Domestic Students of Color consist of approximately 16% of the first-year class, which includes students who identify as American Indian or Alaska Native, Asian American, Black or African American, Latino/a, Multiracial, and Native Hawaiian or Other Pacific Islander. The staff in the Office of Multicultural Affairs (OMA)—and I am sure each of you—look forward to welcoming these new students to campus! The incoming class has also been described as diverse based on socio-economic status, consisting of a higher number of students who are the first in their family to attend college, and many other dimensions of diversity.

The OMA vision statement, A Diverse Community of Scholars Achieving Excellence, is reflective of the entire campus community. We have the privilege to support racially and ethnically under-represented student scholars at UD in achieving their goals. We also have the potential to reach all students through co-curricular experiences. Students have the opportunity to learn about themselves and others by engaging in a variety of initiatives, including but not limited to the following: Cultural heritage month programming coordinated by a campus committee convened by Carlos Stewart (OMA assistant director), opportunities to engage in dialogue (check out the sessions sponsored by OMA and the Department of Communication for students, faculty, and staff!), Rev. Dr. Martin Luther King, Jr. events, leadership experiences, the Diversity Peer Educator program, the

Multicultural Programming Council, and Partners in the Classroom Workshops (contact Merida Allen, OMA associate director for more information). Cynthia Payne, OMA assistant director for academic success, assists students in meeting their academic goals. Visit [oma.udayton.edu](http://oma.udayton.edu) or contact an OMA staff member to learn more.

Every member of the campus community influences, either positively or negatively, the climate for diversity. To better understand and positively influence the larger campus climate for diversity as well as the climate within specific environments (e.g., classroom, office, department, residence hall floor), I have found the work of Hurtado, Milem, Clayton-Pedersen, and Allen (1999) and Milem, Chang, and Antonio (2005) helpful. The researchers state that a comprehensive approach that takes into account external and internal factors must be considered to influence the climate for diversity. External factors include governmental/political forces and sociohistorical forces. The five internal factors within an institution of higher education are presented below. I included some questions that might prompt reflection regarding the role we can each play in positively shaping the climate for diversity.

- Historical Legacy of Inclusion or Exclusion: How do our mission and values foster a sense of inclusion? Who might feel excluded or not as welcomed because of our institutional type?
- Compositional Diversity: Who is represented within our campus

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community and subenvironments? Who is missing? What can we do to introduce individuals to diverse content, material, and perspectives when representation from particular groups is limited or missing?

- Psychological Climate: What perceptions and attitudes exist between and among diverse groups? How might these messages be intentionally or unintentionally communicated?
- Behavioral Dimension: How often do we engage with diverse individuals and material?
- Organizational/Structural Diversity: How do our structures, policies, and systems communicate a sense of inclusion or exclusion?

(Hurtado, Milem, Clayton-Pedersen, & Allen, 2004; Milem, Chang, & Antonio, 2005)

This framework can be a helpful tool as we consider how we can create more welcoming environments for our increasingly diverse campus community. Visit the Division of Student Development website, [udayton.edu/studev](http://udayton.edu/studev), to learn how we have used this framework to inform our diversity strategic planning efforts.

Hurtado, S., Milem, J. F., Clayton-Pedersen, A. R., & Allen, W. R. (1999). *Enacting diverse learning environments: Improving the climate for racial/ethnic diversity in higher education* (Vol. 26). Washington, DC: The George Washington University, Graduate School of Education and Human Development.

Milem, J. F., Chang, M. J., & Antonio, A. L. (2005). *Making diversity work on campus: A research-based perspective*. Washington, DC: Association of American Colleges and Universities.

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## NSF SUPPORTS CURRICULAR INNOVATION IN COMPUTER SCIENCE AND LTC

Faculty members Saverio Perugini (Computer Science) and David Wright (UDit/LTC/Biology) are recipients of a National Science Foundation (NSF) award to support the redesign of a core computer science course called Operating Systems. The course, which will be renamed Modern Mobile Devices and Massive Concurrency, will integrate emerging elements of computer science — including mobile devices, the Internet-of-Things, parallel processors and cloud computing, with a thematic focus on cybersecurity. This project will involve the creation of a new

learning studio-type environment. UDit and the LTC will provide resources and guidance so the course will include active-learning strategies to improve student learning outcomes. The NSF funding will allow UD to launch the course as a national model for other schools to adopt. The three-year, \$300,000 project also involves Wright State University as a partner to pilot-test the course developed at UD. The LTC will take the lessons learned from the project to assist other course redesign efforts at UD.



OHIO SUPERCOMPUTER CENTER

## SHAKING THINGS UP IN CAREER SERVICES

Career Services is excited to announce that we moved to a new job search platform, Handshake! Hire a Flyer was retired on June 30, and all students and alumni have access to the new Handshake system. While Handshake has similar functionality to the Hire a Flyer system, it has a modern, user-friendly interface and greater access to potential employers.

Hiring a student? Contact Student Employment for access to Handshake. For any inquires about student jobs on campus, please reach out to Student Employment at 9-3249 or studentemployment@dayton.edu.

Help us SHAKE things up and officially welcome Handshake to the Flyer community!

### CAREER SERVICES

#### FALL 2017 EVENTS

*Mark your calendars for our upcoming events!*

#### Student Employment Job Fair

SEPTEMBER 6: 1–3 P.M.

KU West Ballroom

#### Resume Review Day

SEPTEMBER 12: 1–4 P.M.

KU Torch Lounge

#### Resume Review Day

SEPTEMBER 13: 1–4 P.M.

KU Torch Lounge

#### Fall 2017 Career and Internship Fair

SEPTEMBER 18: 1–5 P.M.

UD RecPlex

#### Graduate School and Professional Fair

OCTOBER 24: 5–7 P.M.

Roesch Library

The screenshot shows the Handshake homepage interface. At the top, there is a search bar and a 'Logged in!' notification. A left-hand navigation menu includes links for Home, My Profile, Documents, Career Interests, Jobs & Internships, Search Employers, On-campus Interviews, Applications, Events, Search Events, Search Fairs, My University, Resources, Experiences, and Surveys. The main content area features a 'Do what you love!' section with a 'Personalize Handshake' button. Below this are several job listings, each with a 'View Details' and 'Favorite' button. The listings include: Financial Representative (Modern Woodmen of America), Executive Policy and Budget Analyst (Wisconsin Department of Administration), Sales Associate (University of Dayton Bookstore), Production Planner (Plymco Automotive North America), Product Data Specialist (Indica), Survey Data Operations Manager (Purdue University), Data Entry Associate (Fors Marsh Group), and Distribution Manager Trainee (ULINE). On the right side, there is an 'Upcoming Events' calendar showing dates from September 7 to 26, and a 'Recommended Resources' section which currently shows no articles.

HANDSHAKE HOMEPAGE WHERE STUDENTS WILL SEE NEWS, EVENTS AND POSTINGS.

*For more events and workshops, check out the Career Services website, [udayton.edu/careerservices](http://udayton.edu/careerservices)*

Know any students who are looking for a mentor? The Alumni Mentoring Program will be hosting information sessions the week of September 10–21. Please spread the word to interested students. For more information, contact Katie Boeckman ([kboeckman1@udayton.edu](mailto:kboeckman1@udayton.edu)) or Ashley Kessler-Palmer ([akesslerpalmer1@udayton.edu](mailto:akesslerpalmer1@udayton.edu)).

### 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.

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## 2017 ALUMNI AWARD RECIPIENTS

Both of this year's recipients of the Faculty Awards in Teaching and Scholarship, which are funded by the Alumni Association, are from History: Julius Amin received the Faculty Award for Scholarship, and Bill Trollinger received the Faculty Award for Teaching. A committee of faculty, staff, and students, co-chaired by Pam Young (Educational Administration) and Fred Jenkins (University Libraries) selected the recipients. Both men have a long history at UD, with 49 years between them.

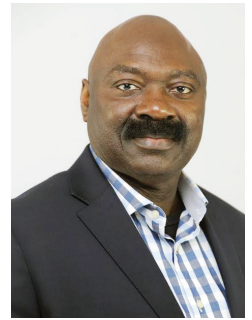
Amin says he got into studying history in "typical undergraduate fashion"—he wanted to study something he liked. Known for his scholarship work on the impact of study abroad and the Peace Corps in Africa, specifically in his native Cameroon, he says his research is guided by his sense of curiosity, and that greater meaning often evolves out of the small questions he seeks to answer. Amin says his parents had "a lot of heart, soul and drive" and strongly influenced his pursuit of education. He says he is also driven to tell the stories of ordinary people and humanize groups others see as homogenous. Additionally, Amin is passionate about dealing with issues surrounding race and spearheaded UD's first State of Race Symposium in 2016. He is planning another symposium designed for people of all backgrounds to tell their stories.

When asked what advice he has for newer faculty, Amin says, "Enjoy the work—you'll last a lot longer in it, and

make sure you take time to exhale and reward yourself." He notes that his outlet used to be long-distance running, and something that has always refreshed him is spending time with his family at the end of the day.

Trollinger's work as a teacher and scholar has also evolved organically through the years, much like Amin's. He loves that UD encourages faculty excellence in teaching and scholarship and says, "I love what I do, and I feel fortunate to be part of this university and community." Trollinger double-majored in English and history and applied to Ph.D. programs in both disciplines, ultimately deciding to pursue history. His dissertation is on the history of religious fundamentalism. His love for interdisciplinary studies came full circle when he became the director of UD's Core Program. Trollinger says he seeks to "teach the students in front of him," and that these students vary from first-year undergraduates to Ph.D. students working on their dissertations. He credits his time at College of the Ozarks as formative for the way he views teaching different student populations and says it taught him to value teaching any and all students who seek to learn.

Trollinger advises new faculty to "pay attention to how many smart colleagues you have." He believes that using colleagues as resources and team teaching with them through the Core Program has made him a better teacher.



JULIUS AMIN



BILL TROLLINGER

**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](mailto:sbrown4@udayton.edu)) for more information.



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# CROSSING BOUNDARIES = BRIDGING SILOS: FACILITATING CONVERGENCE THROUGH MULTIDISCIPLINARY RESEARCH, SCHOLARSHIP AND TRAINING

CARISSA M. KRANE, Ph.D., PROFESSOR AND SCHUELLEIN CHAIR  
IN THE BIOLOGICAL SCIENCES

Numerous professional societies and international academic organizations such as the United Nations, the National Academy of Engineering, and the National Endowment for the Arts have been reviewing the landscape of the intersection between current and future societal needs and challenges with our global capacity for addressing these challenges. Several reports were published outlining strategies to address critical issues such as health, environment, energy, food, economic stability and peace and conflict resolution. All of these reports converge on a single, similar recommendation: Convergence. A 2014 report by the National Research Council of the National Academies describes convergence as *“an approach to problem solving that integrates expertise from various disciplines to form comprehensive synthetic frameworks that merge areas of knowledge of multiple fields to address specific challenges. Convergence builds on fundamental progress made within individual disciplines but represents a way of thinking about the process of research and the types of strategies that enable it as emerging scientific and societal challenges cut across disciplinary boundaries in these fields.”*<sup>1</sup>

Convergence is not new to UD. In fact, it is central to our charism. Founded in the central mission of the university, UD has created the platform and landscape for guiding our students to develop the skills, knowledge and capacity to address the global/societal challenges of the future. This is achieved in part by designing and delivering a curriculum—the Common Academic Program (CAP)—that seeks to educate the whole person through intentional integration, inquiry, and reflection within and across disciplines. At UD, convergence

is practiced, tested and realized through experiential and community-engaged learning, faculty-mentored undergraduate and graduate student research, cross-cultural and international experiences, and facilitated by engaged and committed faculty and staff. The university’s commitment to ‘crossing boundaries’ in scholarship and research was reaffirmed last spring when President Eric Spina, in his inaugural address, identified the development of trans-disciplinary faculties and institutional support for interdisciplinary research to facilitate “Research for the Common Good” among the top strategic priorities for the future of UD.<sup>2</sup>

So how can we capitalize on our assets, foundation, and institutional commitment for convergent strategies for integrating scholarship, teaching, and learning, to continue to improve our collective capacity to solve the societal challenges we face?

Two workshops sponsored through the Schuellein Chair in the Biological Sciences endowment have been held to facilitate initial conversations about how UD can support the development, maintenance, and growth of multidisciplinary research, scholarship, and convergence training in the STEM fields.

### **The aims of the workshops were to:**

1. Discuss the scale, scope and coordination of multidisciplinary research/training and convergence on campus.
2. Identify areas of strength that enhance multidisciplinary research/training and convergence as well as the challenges that negatively impact the ability to efficiently and effectively engage in multidisciplinary research/scholarship.

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3. Generate an initial list of action items that will address the needs and challenges identified.

More than 40 faculty, staff, and administrators attended each workshop. The results of the discussions identified the following action items needed to support multidisciplinary research, scholarship and training:

**INSTITUTIONAL SUPPORT FOR COMMUNICATION AND DATA GATHERING**

- Develop and implement networking mechanisms for the identification of existing, emerging, and potential multidisciplinary research collaborators at UD/UDRI
- Develop means and mechanisms for collating information about institutional support for undergraduate and graduate student research, experiential learning and community-engaged learning

**DISCUSS, DEVELOP AND IMPLEMENT INNOVATIVE STRATEGIES FOR FOSTERING CONVERGENCE AT UD**

- Incentivize multidisciplinary research through allocation of resources, faculty reward system, collaborative space, and enhanced institutional climate

**PROMOTE STRATEGIC ALIGNMENT WITH NATIONAL/INTERNATIONAL RESEARCH GOALS AND UD'S RESEARCH & EDUCATIONAL MISSION (HIR, CAP)**

- Communicate and advertise UD's strengths in convergence that incorporate research, scholarship, curricular design, experiential learning/community-engaged learning/undergraduate and graduate student research

- Strategically create collaborative spaces and ideation centers for faculty, students, and staff; Creation of a NEXUS CENTER for ideation, innovation and interdisciplinary STEM collaboration
- Work together to identify our niche(s)—where we are competitive; how we can leverage our assets with additional institutionally focused support and resource allocation (e.g. Strategic Vision outcomes)

**FORM A CONVERGENCE MULTIDISCIPLINARY RESEARCH AND SCHOLARSHIP COORDINATION TEAM CHARGED WITH IMPLEMENTING THE ACTION ITEMS LISTED ABOVE**

If you are interested in participating in this continuing conversation, or if you would like to contribute to the action items listed above, please plan to attend the Campus Conversations forum, "*Synergy in multidisciplinary research and scholarship: thinking and working outside the box*" on Tuesday, October 17, 2017, from 12:30–1:30 in the LTC. Please feel free to contact me directly if you have questions (ckrane1@udayton.edu).

1 National Research Council. 2014. *Convergence: Facilitating Transdisciplinary Integration of Life Sciences, Physical Sciences, Engineering, and Beyond*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/18722>.

2 Spina, Eric F. "The University for the Common Good". Presidential Inaugural Address, University of Dayton, Dayton OH. April 4, 2017. [https://www.udayton.edu/president/\\_resources/docs/inaugural-address.pdf](https://www.udayton.edu/president/_resources/docs/inaugural-address.pdf)

**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).



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## **AN INVESTMENT IN OUR FUTURE: THE DIVISION OF STUDENT DEVELOPMENT'S STRATEGIES FOR SUPPORTING AND DEVELOPING GRADUATE ASSISTANTS**

**STEVEN HERNDON**, ASSISTANT DEAN OF STUDENTS AND EXECUTIVE DIRECTOR OF HOUSING AND RESIDENCE LIFE  
**DARIA GRAHAM**, DIRECTOR OF STUDENT LEADERSHIP PROGRAMS

Graduate students often find themselves managing a multitude of priorities pertaining to their learning experience. Managing personal lives outside of the classroom, meeting the expectations of their academic programs and maintaining employment are all examples of the complexities that graduate students encounter routinely. Some graduate students have the opportunity to work for their institution as a graduate assistant and receive compensation, which may include tuition remission, health insurance, room and board, and a stipend. The GA experience can be incredibly rewarding insofar as it provides graduate assistants with opportunities to receive work experience within a specialized field, skill development, and mentorship. While the benefits are plentiful and the experience affords GAs the opportunity to integrate their curricular and co-curricular experiences, graduate assistantships also can be stressful, ambiguous and at times overwhelming. As GAs manage the demands and responsibilities of completing their academic requirements, they also are managing the complexity and uncertainty that they encounter in work environments that may not always consider the uniqueness of their roles as students and new professionals. Given that most attention and support offered by universities are reserved for undergraduate students, GAs are often a forgotten population. Consequently, this marginalization can result in GAs experiencing frustration in meeting professional and personal time demands, achieving work-life balance, planning a career, establishing a community with other students outside of their graduate program, learning about

available resources and navigating relationships and politics within the institution (Elkins Nesheim, et. al., 2006). The stress of managing multiple roles and competing priorities also can lead to isolation, fear and despair.

Addressing the needs of GAs is beneficial not only to the student but also to the university. Supporting GAs' development allows universities to impact attrition, persistence, and climates that may impede a graduate student's success. Astin (1993) and Lovitts' (2001) research both assert that involvement and engagement benefit students and increase their likelihood of degree attainment. Pontius and Harper (2006) support this assertion by offering two models for student engagement that include connecting students across their program, giving timely feedback, communicating expectations and providing ongoing orientation to the institution and their field.

The division of student development has experienced significant change in its approach to GA development. Prior to 2009, each department was responsible for hiring its GAs. Over time, disparity in compensation and inconsistent hiring practices led to a centralized recruitment and selection process for GAs. As part of this process, GA compensation packages were standardized out of recognition that each assistantship added value to the division. While the recruitment and selection process enabled the division to standardize and strengthen its hiring process for GAS, the need for a holistic learning experience for GAs still existed within the division. As such, the Graduate

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Assistant Development Committee was created to provide structure, support and development for the GA experience.

Co-chaired by Steven Herndon, assistant dean of students and executive director of housing and residence life and Daria-Yvonne Graham, director of student leadership programs, the Graduate Assistant Development Committee is composed of representatives from across the division and focuses on five strategic areas: professional development, community development, supervisor enrichment, communication and marketing, and recruitment and selection. Since its inception in 2009, the committee has implemented a number of initiatives, tools and processes to aid GAs in their development. An example is a competency document that measures a graduate student's skill development in areas such as administration and organization management, mission and vision and multiculturalism, diversity, equity and inclusion. Other initiatives include a standardized performance appraisal tool, an agreement that articulates the division's expectations for performance, an annual awards ceremony to celebrate and recognize GAs' contributions to the division and the profession and a pro-

fessional development curriculum for supervisors and GAs. Future initiatives include the implementation of an exit interview process and a shadowing program that will expose GAs to other learning experiences.

The work of the Graduate Assistant Development Committee has provided structure and continuity for the GA experience and created opportunities for GAs to become intellectual, professional and community leaders in the Marianist tradition. Moreover, the Graduate Assistant Development Committee is an example of a unified, strategic approach that prioritizes the best interest and holistic development of its GAs above the individual needs of its departments.

- 1 Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco: Jossey-Bass
- 2 Elkins Nesheim, B., Guentzel, M. J., Gansemer-Topf, A. M., Ewing Ross, L., & Turrentine, C. G. (2006). If you want to know, ask: Assessing the needs and experiences of graduate students. In M. J. Guentzel & B. Elkins Nesheim (Eds.) *Supporting graduate and professional students: The role of student affairs* (pp. 5-17). San Francisco, CA: Jossey-Bass.
- 3 Pontius, J. L. and Harper, S. R. (2006). Principles for good practice in graduate and professional student engagement. *New Directions for Student Services*, 2006: 47-58. doi:10.1002/ss.215
- 4 Lovitts, B. E. (2001). *Leaving the ivory tower: The causes and consequences of departure from doctoral study*. Lanham: Rowman and Littlefield.

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## EDUROAM: GLOBAL WIRELESS ROAMING FOR ACADEMICS

Eduroam is a secure world-wide wireless network roaming service developed for the research and education community. Students, faculty and staff from UD and other participating institutions can connect to the internet when visiting other participating institutions by simply opening their laptop. User credentials are not revealed to the institution at which an eduroamer joins, but instead are only revealed to their home institution.

Eduroam allows visitors from participating academic institutions (see list at [www.eduroam.us/institutions\\_](http://www.eduroam.us/institutions_)

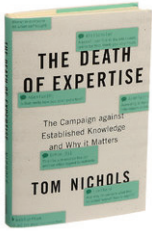
list) to gain network access with minimal configuration and no need for the visited institution to grant them the access explicitly. This benefits visiting faculty, those traveling to conferences, collaborative work, and education-abroad students.

Because of its value, eduroam will become our default method for new users connecting to UD's wireless network. Configure your wireless device with the Eduroam Setup Wizard at [go.udayton.edu/eduroam](http://go.udayton.edu/eduroam).



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## READING GROUP



**“The Death of Expertise:  
The Campaign Against Established Knowledge and Why it Matters”  
by Tom Nichols**

Facilitated by MICHELLE PAUTZ, LTC/CAP

Join this reading group for a series of discussions on the importance of continuing to recognize established knowledge in our “information-at-the-fingertips” culture. Tom Nichols addresses how the abundant availability of information in U.S. society has created a backlash against experts, and fueled the notion that ignorance is a virtue.

Reading group sessions will be held on the following dates from 12:00–1:30 p.m., all in LTC Meeting Space 028:

TUESDAY September 19, 2017

TUESDAY October 10, 2017

TUESDAY October 24, 2017

TUESDAY November 7, 2017

*All sessions will be brown-bag lunch sessions with light snacks and beverages provided.*

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## UPDATE ON RESOURCES FOR NURSING MOTHERS

The University of Dayton is committed to creating an inclusive and supportive environment for all faculty, staff, and students who are parents. With the recent implementation of the paid maternity leave policy, the university now provides a range of support and services for those who choose to continue breastfeeding after returning to school or work. Providing designated campus lactation spaces and loaning free, personal refrigerators to store pumped breast milk are two important resources for nursing mothers.

The Women’s Center worked with Facilities and Human Resources to create five lactation spaces across campus. The rooms are secure, clean and comfortable spaces for faculty, staff, and students who are nursing mothers. A refrigerator is available in all locations with the exception of Alumni Hall. The Women’s Center also loans free, personal

refrigerators on a first-come, first-served basis to faculty and staff who need to store pumped breast milk.

Contact the Women’s Center to arrange access to the lactation rooms or to request a personal refrigerator. More information can be found at [go.udayton.edu/lactation](http://go.udayton.edu/lactation).

Photo by Larry Burgess



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## ACADEMIC INTEGRITY AT THE UNIVERSITY OF DAYTON: FACULTY DEVELOPMENT COMMITTEE

The Faculty Development Committee (FDC) is launching a campaign to raise awareness and to provide resources for faculty, students and staff to build and sustain an appropriate environment for academic integrity.

As a Marianist, Catholic university committed to the education of the whole person, UD expects all members to strive for excellence. Academic integrity is a personal and institutional commitment to five fundamental values: honesty, trust, fairness, respect, and responsibility.<sup>1</sup> Faculty, administration and staff are instrumental in creating an environment in which students can develop these values, by modeling the way and creating systems, processes, and structures to support integrity.

Community is built on relationships characterized by inclusive trust. Academ-

ic integrity is about developing a personal moral compass that informs our everyday actions. Trust within a community dedicated to learning, scholarship and service is built by individuals making personal commitments to academic integrity.

The FDC created a web page that centralizes resources related to academic integrity, including the honor code, forms for reporting violations, and numerous videos and readings on strategies for supporting student awareness and compliance with the honor code: [www.udayton.edu/ltc/integrity.php](http://www.udayton.edu/ltc/integrity.php). The FDC invites input and ideas for resources related to academic integrity; please contact us at [FacDev@udayton.edu](mailto:FacDev@udayton.edu).

<sup>1</sup> International Center for Academic Integrity  
([www.academicintegrity.org/ical/assets/Revised\\_FV\\_2014.pdf](http://www.academicintegrity.org/ical/assets/Revised_FV_2014.pdf))

*The LTC will also be offering the following programming this semester:*

Campus Conversation – Creating an Environment for Academic Integrity (2–3 p.m. October 19)

Campus Conversation – Academic Integrity, Cheating and Plagiarism (webinar: 10:30 a.m. –12:00 p.m. November 8)

E-Learning Training – Using Turnitin to Promote Academic Integrity (October 9, 2017)

E-Learning Training – Promoting Academic Integrity in an Online Environment (October 11, 2017)

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## LIBRARY RESOURCES INSIDE ISIDORE COURSE SITE

Roesch Library paired up again with the Office of E-Learning to make library resources more accessible for students. The Research Guides tab has been implemented within Isidore, meaning students connect directly to research resources they need within Isidore, where they already go for necessary course materials. Guide contents remain in the Isidore window, with links provided to databases, books, and other relevant resources.

Research Guides cover a variety of topics, from subject-specific resources to avoiding plagiarism to finding primary resources. A Course Guide supplements face-to-face research sessions for individual courses and highlights relevant materials and resources. If you are interested in providing research access on your Isidore course page, librarians are available to discuss relevant guides and to help add the Research Guides tab. Find existing Research and Course Guides at <http://libguides.udayton.edu>.

In addition to providing embedded guides within Isidore, Roesch Library collaborates with many departments in bringing together curricular needs with library support. For example, students enrolled in CMM 100, ASI 120, ENG 200, and ENG 200H take library tutorials within Isidore. Students enrolled in BIO 152 Lab also have access to a tutorial designed for that course. The library is also investigating shortcuts for students to schedule research librarian appointments and study carrel reservations. With improved access to resources comes the need to offer self-service models that make it easier for students to find and use resources and services.

For more information about adding a Research or Course Guide to your Isidore course site, contact Meg Barkley, Life & Health Sciences Librarian, at [mbarkley1@udayton.edu](mailto:mbarkley1@udayton.edu).

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## EXPERIENTIAL LEARNING INNOVATION FUND FOR FACULTY (ELIFF)

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### ELIFF Fast Facts

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Approximately five to seven faculty per semester are awarded up to \$500 each for experiential learning projects and activities.

The program was created in Spring 2017 by Karen Velasquez, director of experiential learning, in order to provide faculty with the financial support they need to effectively implement high-impact and engaging EL.

Funds can be used for costs associated with EL, such as student transportation off campus, supplies for creative hands-on projects, and event fees.

Interdisciplinary and trans-disciplinary collaboration is encouraged, and up to three faculty may submit a single proposal for an EL project that will bring students from different courses together.

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### Fall ELIFF Recipients:

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**Takis Pitychoutis,**  
Neuroscience

**Laura Hume,**  
History

**Glenna Jennings,**  
Art and Design

**Erin O'Mara and  
Tracy Butler,** Psychology

**Miriamne Krummel,**  
English

**Tam Nguyen,**  
Computer Science

**Ryan Wantland,** Theatre

**Misty Thomas-Trout,**  
Art and Design

An initiative launched in spring to provide faculty with support for experiential learning has resulted in the creation of dynamic learning environments for students and faculty enthusiasm about the transformative potential of hands-on learning both on and off campus. Experiential Learning Innovation Fund for Faculty (ELIFF) recipients are an interdisciplinary group of faculty who have been awarded funds from the Office of Experiential Learning to develop rich EL opportunities for students that will enhance their education and prepare them for life after college.

The inaugural faculty cohort of Experiential Learning Innovation Fund (ELIFF) gathered in April to share insights on how they are implementing creative experiential learning (EL) projects and activities in their courses, from conference field trips to mentored research experiments.

Yvonne Sun, assistant professor in the Department of Biology, shared about taking 10 students to the Ohio branch of the American Society for Microbiology meeting in Westerville. Students attended presentations, reflected on the connections between the conference and their course work, shared their interests and career aspirations with conference participants, and gained a deeper understanding of the diverse field of biology. As a research mentor, Sun felt it was important to provide students with this “amazing opportunity to attend a scientific conference to see and hear first-hand how scientists communicate their science.”

Suki Kwon, professor in Art and Design, and Jia Yang, professor in Global Languages and Cultures, combined their classes for a dumpling-making project. Students learned about culture and history through hands-on exploration of culinary traditions and enhanced their

intercultural understanding and awareness of sustainability issues.

Misty Thomas-Trout, assistant professor in Art and Design, has partnered with Kelly Bohrer from the Fitz Center for Leadership in Community on the “Facing Project,” a story-telling project that is raising awareness of human rights issues and community assets in Dayton. Students will partner with local community story-tellers and design typographic posters that exemplify these stories. The students will then install, curate and host an exhibition at the Dayton Metro Library that invites these community members and public to engage in these stories. Thomas-Trout noted, “These posters will be individually driven by the students, requiring personal initiatives and leadership skill-building. Furthermore, they will engage with stories that discuss social justice issues such as racism, immigration and poverty. This will continue to educate on inter-cultural awareness, civic engagement and how we provide designs that are sensitive to these issues.”

The faculty cohort will gather this semester to share powerful stories and examples of how they designed and implemented EL in their diverse courses. The gathering will highlight the brilliant work of campus educators and foster a dynamic exchange of EL ideas and practices across disciplines. To learn more about EL initiatives on campus, please stay tuned for more information on the Fall 2017 ELIFF roundtable lunch (date and location TBD). The call for proposals for the ELIFF grant for Spring and Summer 2018 courses will be sent to all faculty in September. Please contact Karen Velasquez at [kvelasquez1@udayton.edu](mailto:kvelasquez1@udayton.edu) with any questions regarding the fund.

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## CELEBRATING FACULTY MILESTONES

Promotion in rank is a noteworthy accomplishment, and a new initiative aims to honor faculty as they achieve these milestones. The new Faculty Milestone Recognition Program, a joint effort by the LTC and the University Libraries, was introduced in spring. Each faculty honoree was invited to select a book for the library's general collection that influenced his or her professional or personal life. A bookplate was placed in the book noting the faculty member's particular achievement. The books, along with brief statements explaining why each book was chosen, were displayed at the inaugural Faculty Milestones Recognition reception hosted by President and Mrs. Spina at their residence in March.

Thomas Whitney, associate professor in Civil and Environmental Engineering and Engineering Mechanics, chose *Failure Is Not an Option: Mission Control from Mercury to Apollo 13 and Beyond*, by Gene Kranz. Whitney explains, "The Apollo program inspired my career in engineering....[The book is] a reminder of the hard work, discipline, and oftentimes courage that are implicit in any creative endeavor." Michelle Hayford, associate professor and director of the Theatre Program in Communication, chose *Cultural Struggles: Performance, Ethnography, Praxis*, by Dwight Conquergood. Hayford studied under the author at Northwestern University. She states, "His scholarship will stand the test of time due to his influence on performance studies and theater practice for social justice." Jusuf Salih, associate professor in Religious Studies,

chose *Islam and the Challenge of Human Rights*, by Abdulaziz Sachedina, because "in the age of tensions and misunderstandings among religions, this is an important contribution on human rights in Islamic tradition." Rebecca Whisnant, Professor in Philosophy, chose *Prostitution Narratives: Stories of Survival in the Sex Trade*, edited by Caroline Norma and Melinda Tankard Reist. Whisnant explains, "This book foregrounds the voices of women who have survived prostitution and are speaking out for its abolition." The honorees and their book selections can be explored on eCommons [http://ecommons.udayton.edu/svc\\_milestone/](http://ecommons.udayton.edu/svc_milestone/).



ASSOCIATE PROFESSOR MICHELLE HAYFORD, THEATRE, WITH HER BOOK SELECTION.

### 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](mailto:sbrown4@udayton.edu), 229-3309) for more information.



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## CONGRATULATIONS TO THE FOLLOWING FACULTY AND STAFF FOR COMPLETING COHORTED PROGRAMS IN 2016–17:

### LEADERSHIP UD:

**Joan Bauman**  
*Finance and Administration*

**Phyllis Bergiel, CAS**

**Jennifer Brancato**  
*University Libraries*

**Colleen Brown**  
*Campus Ministry*

**Tony Caporale, SBA**

**Veronica Champion**  
*Student Development*

**Anne Crecelius, SEHS**

**Wiebke Diestelkamp, CAS**

**Dave Dunn, UDRI**

**Mike Elsass, SOE**

**Mary Fisher, SEHS**

**Racqueal Gamble**  
*Enrollment Management*

**Beth Hart, UDIT**

**Steve Kendig**  
*Finance and Administration*

**Mike Krug**  
*Office of the Provost*

**Lindsay Maxam, Student Development**

**Nancy Miller, CAS**

**Mike O'Connor, UDRI**

**Denise Platfoot Lacey**  
*School of Law*

**Candise Powell, UDRI**

**Cilla Shindell**  
*Enrollment Management*

**Todd Smith, CAS**

**Denise Taylor, SOE**

**Krystal Warren, Athletics**

### STUDIO FELLOWS, SPRING 2017

**Corinne Daprano**  
*Health and Sport Science*

**Miranda Hallett**  
*Anthropology, Sociology & Social Work*

**Natalie Hudson, Political Science**

**Ryan McEwan, Biology**

**Xiaoli Li, English**

**Caroline Merithew, History**

**Leslie Picca**  
*Anthropology, Sociology & Social Work*

**Phu Phung, Computer Science**

### TEACHING FELLOWS:

**Fr. Sebastien Abalodo**  
*Roesch Library, Marian Initiatives*

**Philip Appiah-Kubi, Engineering  
Management, Systems & Technology**

**Nick Chima, Intensive English Program**

**Riley Dugan, Management & Marketing**

**Marina Johnson, Engineering  
Management, Systems & Technology**

**Greg Kennedy, Communication**

**Phu Phung, Computer Science**

**Ju Shen, Computer Science**

**Yvonne Sun, Biology**

**Maura Taaffe, English**

**Erick Vasquez, Chemical & Materials  
Engineering**

**Kelly Vibber, Communication**

**Marlon Williams**  
*Economics & Finance*

**Julie Woeste**  
*School of Business Administration*

**Lucian Zelazny, Accounting**

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#### SET DATES FOR FALL

Student Evaluation of Teaching (SET) will be available to students in semester-long courses November 27 through 11:59 pm December 7. Please direct questions about SET to [set@udayton.edu](mailto:set@udayton.edu).

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## WHO'S NEW IN THE LTC

Two new colleagues have joined the LTC, Stephanie Korslund and Jodi Werling.

Stephanie Korslund joined the Office of E-Learning in January as an e-learning specialist. She holds a BA (Spanish and Linguistics) and a BS (Foreign Language Education) from Miami University. She also holds graduate degrees from Ohio University—an MA (Applied Linguistic) and a Ph.D. (Instructional Technology with a focus in Computer Assisted Language Learning). Stephanie's dissertation focused on ESL instructors' espousal and enactment of technology in teaching English in an intensive English program. Prior to coming to UD, Stephanie served as the director of the Language Studies Resource Center in the Department of World Languages and Cultures at Iowa State University.

Though she did not attend UD, she considers herself part of the Flyer Faithful, having grown up in a family of UD alumni, and is always willing to have spirited conversations regarding men's college basketball. Stephanie enjoys crafting and reading as well as looking for the next penguin artifact to add to her collection. One day she hopes to travel to

Antarctica to see penguins in their natural habitat. She lives in Franklin with her husband, Kevin, and son (and fellow penguin enthusiast), Theodore.

Jodi Werling is the new administrative assistant in the Office of Learning Resources. She wears a variety of hats, including managing the team assistants (student workers in the main OLR office) and providing administrative and marketing support to the OLR staff. She also provides customer service to the students, parents, faculty, and staff who call or come into the OLR.

She comes to UD after four years as marketing and office manager at the Warren County Historical Society in Lebanon, Ohio. Prior to that she was a technical writer and editor, restaurant manager, and stay-at-home mom. She is originally from the San Francisco Bay Area and earned a Bachelor's degree in Environmental Studies from the University of Colorado at Boulder. Ohio has been her home for the last 12 years, and except for the humidity, she loves it! For fun, Jodi enjoys movies, books (especially historical novels), and playing games or getting outside with her two sons to ride bikes, walk, run, or rollerblade.



STEPHANIE KORSLUND



JODI WERLING

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## FACULTY DEVELOPMENT FELLOWS UPDATES

The LTC welcomes this fall two new colleagues selected as Faculty Development Fellows for Experiential Learning, Kevin Hallinan (Mechanical and Aerospace Engineering) and Joel Pruce (Political Science). They will work closely with Director of Experiential Learning Karen Velasquez and other faculty and staff across campus who are committed to enhancing student learning.

Current Faculty Development Fellows Suki Kwon (Art and Design), whose work is on Teaching a Global Student Community, and Kenya Crosson (Civil Engineering/Bioengineering Graduate Program), whose work is on Diversity and Inclusion, are collaborating to provide programming this academic year.



JOEL PRUCE



KEVIN HALLINAN

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## NEW FACES IN LEADERSHIP



MICHELLE PAUTZ

No stranger to the LTC, **Michelle Pautz** began work as the assistant provost for CAP July 1. She has been at UD since 2008, is an associate professor in Political Science and was most recently director of the Master of Public Administration Program and co-chair of the Strategic Visioning Steering Committee.

“I am very excited to step into this new role and work with the Common Academic Program,” Pautz said. “Our approach to general education is unusual for schools of our size and scope, and we have intentionally designed a developmental model of general education that is much more than box-checking. Indeed CAP is emblematic of our campus as a community of learners: students, faculty, and staff.”



LISA BORELLO

**Lisa Borello** began in July as director of the UD Women’s Center. Prior to her arrival at UD, she was an assistant director and program manager at John Hopkins University’s School of Medicine, in the Professional Development and Career Office, a position she has held since January 2016. She directed research projects at Johns Hopkins aimed at understanding gender differences in career selection. Among other previous roles, she served as project coordinator and affiliate faculty with the Women’s Studies program at Kansas State University.



CAROLINE MERITHEW

Borello holds both a Ph.D. and an M.S. in Sociology of Science & Technology from Georgia Institute of Technology, where her graduate training followed two interrelated research paths: the representation and advancement of women in STEM disciplines; and gender, health, and technology. She also holds an M.A. in Women’s Studies from Georgia State University.



AMY ANDERSON

**Caroline Merithew**, associate professor of History and a Human Rights Center Research Associate, starts this year as the Studio Fellows coordinator in the LTC. Her research focuses on the history of transnationalism. This work has laid the foundations that make her comfortable with crossing borders (across disciplines, through different pedagogical spaces, and in between divides that wall faculty off from each other, our students, and colleagues in academic and administrative staff positions).

She’s excited to shepherd the Studio Fellows program into its next phase with new and old colleagues who are interested in teaching innovation and classroom community. If you have questions or would like to take part in the Studio Fellows program, contact her at [cmmerithew1@udayton.edu](mailto:cmmerithew1@udayton.edu).

**Amy Anderson**, who has been at UD since 1998, has been appointed associate provost for Global and Intercultural Affairs while retaining her position as executive director of the Center for International Programs.

According to Provost Paul Benson, she has contributed extensively to university-wide international strategy and coordination since she became CIP director in 2005. For the past 12 years, she has been the go-to person on campus for a complex and varied range of international issues, including most recently the challenges posed by new federal immigration policy.

Anderson’s doctoral research concentrated specifically on the development of intercultural competency through education abroad. She has the formal background in intercultural learning to complement effectively Dr. Larry Burnley’s strategic work on diversity and inclusion.

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## HAPPY 50TH BIRTHDAY TO SOCHE: REGISTER NOW FOR SOCHE ED

SOCHE (Southwestern Ohio Council for Higher Education) is turning 50, and SOCHE ED 2017 will be the main event for celebrating its Golden Anniversary! Building on a half century of success, the theme for SOCHE ED is **Collaboration for the Future**. SOCHE ED promises to challenge higher education to act collaboratively to find solutions to its most pressing issues.

This year's conference on November 3 will be highly interactive, focusing on the importance of collaborative learning and student engagement techniques. Elizabeth Barkley, whose books and webinars are sought-after resources in the LTC, will lead the SOCHE ED conversation with an interactive keynote and will continue the conversation into a highly interactive workshop.

SOCHE ED will bring together academics, administrators, staff, and students from community colleges, public and private colleges and universities. Together, we will RE-ENERGIZE and collaborate for the future through the exchange of ideas, engaging conversation, and critical reflection on how we each contribute to the success of our campuses and ultimately, the success of our students and graduates.

The LTC will reimburse academic departments 50% of the registration fee for those faculty who attend SOCHE ED. Go to [soche.org](http://soche.org) for more information or to register.

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## MEET YOUR STANDER SYMPOSIUM CO-CHAIRS

### JOEL WHITAKER

Stander co-chair, 2016–2018

Joel Whitaker holds a BFA in Art from the University of Montevallo, Montevallo, Alabama, and a MFA in Studio Art from Florida State University. He came to UD in 1993 and holds the rank of professor. He has over 20 years' experience in visual arts higher education, arts administration (department chair and coordinator for the area of photography), university service (Academic Senate and numerous other university and college committees), curatorial work (university and community galleries), community service (Board President of DVAC and working with Stivers School of the Arts and K12 Gallery) and more than 30 years' experience in the making of photographs and photo-related works. His work is in several public collections, has been exhibited extensively in the U.S., and received several state, regional, and university grants.

### RACHEL COLLOPY

Stander co-chair, 2017–2019

Rachel Collopy joined the faculty of UD in 2005. She earned a BA with honors from Smith College and a dual Ph.D in psychology and education from the University of Michigan. She is an associate professor in the Department of Teacher Education, where she teaches courses in child development, educational psychology and diversity. She has published and presented her scholarship nationally and internationally, including co-authored articles with undergraduate students. Her current research interests focus on experiential learning to develop teacher candidates' intercultural competence. Last year she served on the university's Strategic Visioning Steering Committee and as co-chair of the University Strategic Visioning Group on Educational Value.

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## A PLACE OF PASSAGE: GRAPHIC DESIGN AND THE TRANSFORMATION OF SPACE INTO EXPERIENCE

MISTY THOMAS-TROUT, ASSISTANT PROFESSOR IN ART & DESIGN

The Department of Art and Design launched a new Design Practicum course (Ligature) last spring, offering selected upper-level graphic design majors heuristic experience in all phases of design development—client interaction, concept generation, visual invention and production. The design director (instructor) mentors the collaborative group of student designers as they engage in empirical service-learning and experiential learning that functions as a design studio producing advanced design work.

This first group of students (Megan Bollheimer, Zach Osborne, John Gruber, Carly DeLois, Lucy Bratton and Emma Pierpont) were led by assistant professor Misty Thomas-Trout through the largest project the studio received—a redesign of St. Mary's Hall first floor. The first floor has recently been renovated and now houses Student Services, a space for all university students. The students and faculty of the Design Practicum class developed a concept toward creating a community-oriented environment for this unique space.

Inspired by the Marianist charism and the students' vision of the future, the design concept evokes a spirit to this hallway and its physical passage of individuals through time and serves as a metaphor to students' educational, spiritual, and life journeys. The environ-

mental design carries on the multifaceted theme of student-oriented, nature, history, heritage, community space, Marianist Charism, and the embodiment of Mary. The layering of graduate names symbolizes the relationships and human connections that are created throughout this university. The moments where certain names gain hierarchy, represent the moments when UD has undergone remarkable and positive change. These names are also an expression of everyone past, present and future—who passes through these halls. They represent the layers of lives, cultures and experiences that will continue throughout time. The three-dimensional typography that will rest on top of these graduate names are the Marianist values that continue to protect and guide each of us at UD.

Bringing in the natural world through live plants stems from how the original space was designed by the Marianists. A principal characteristic of Marianist thought is a deep connection to the natural world as much as to the human world. The early Marianists kept the entire area from St. Mary's Hall to Brown Street as lush as an arboretum—including the gazebo that still remains. The potted plants installed in the space will include those from the Mary's Garden exhibition, which was on display earlier in 2017 in Roesch Library.

The current space lacks the opportunity to gather and connect. Because the hallway provides services for all students, existing benches will be replaced with two 10-foot benches that will connect as one, encouraging dialogue. They will be made of repurposed ash wood to remain local and sustainable and to preserve this species of wood that has been infested with the emerald ash borer throughout Montgomery County. Take the time to visit this space during its transformation. It is expected to be completed by Spring 2018.



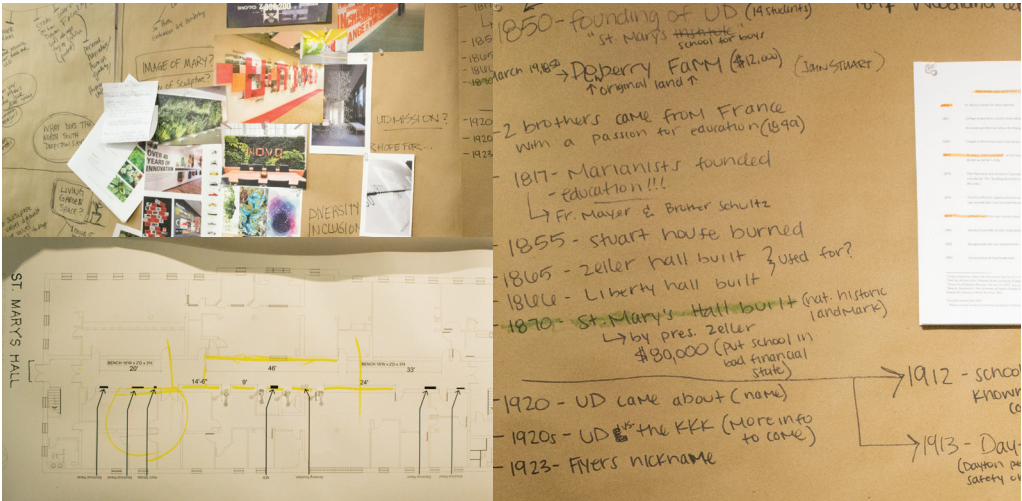
INITIAL CONCEPT: DIGITAL RENDERING BY JOHN GRUBER.



SPRING 2017 LIGATURE MEMBERS, DEPARTMENT OF ART & DESIGN: JOHN V. CLARKE, CARLY DELOIS, LUCY BRATTON, EMMA PIERPONT, JOHN GRUBER, MEGAN BOLLHEIMER, ZACH OSBORNE, MISTY THOMAS-TROUT



DESIGN PRACTICUM STUDIO, LIGATURE, PRESENTING ST. MARY'S HALL REDESIGN CONCEPT



IMAGES OF PROCESS DURING RESEARCH AND CONCEPT DEVELOPMENT PHASE

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## APPLIED CREATIVITY ACROSS ALL DISCIPLINES

ADRIENNE AUSDENMOORE, DIRECTOR, IACT AT ARTSTREET

At the Institute of Applied Creativity for Transformation (IACT) at ArtStreet, we seek to empower a forward-thinking 21st century student with the ability to confidently develop the creative skills necessary to excel and impact today's innovative and global workforce regardless of degree focus.

So what is Applied Creativity? At the IACT, we define Applied Creativity as “new idea creation for action across all disciplines of study.” This mindset stems from Transdisciplinary Learning (the unity of intellectual frameworks beyond the disciplinary perspectives) and Humanity-Centered Design. Unlike other national models for creative confidence where Human-Centered Design exists to propel design thinking forward for the individual person, Humanity-Centered Design is built to provide creative design for mankind; that is, the common good.

This past spring, we launched the nation's first undergraduate certificate in Applied Creativity for Transformation. The certificate is open to undergraduates in any major and introduces students to the creative competencies that today's job market demands. The certificate program focuses on developing a personal mission, or purpose-based learning design, that is additive to students' academic pursuits and disciplines of study.

In April, President Eric Spina unveiled a strategic vision that challenged us to become “the first university in the country in which every student will take at least one course on innovation, humanity-centered applied creativity, and entrepreneurial thinking.” The certificate program, sponsored by the School of Engineering and housed in the IACT at ArtStreet, is a first step to achieving that vision. The first cohort of 10 students is expected to graduate with the certificate in May 2018.

We are also proud to announce our inaugural Creativity Across the Curriculum Fellowship Program for 2017–18. This transdisciplinary cohort of faculty and staff has already begun the process of redesigning curriculum for our ACT I course in the fall, and will explore ways to integrate applied creativity in their own work throughout the upcoming academic year.

### 2017-18 IACT Fellows:

REBECCA BLUST

SoE - Innovation Center

MARIA BURKETT

AALI - Honors Program

ANNE CRECELIUS

SEHS - Health and Sport Science

EMILY FEHRMAN CORY

SoE - Entrepreneurship and Innovation

SIDAARD GUNASEKARAN

SoE - Aerospace Engineering

DAVID PERKINS

SoE - Mechanical Engineering

MARGIE PINNELL

SoE - Office of the Dean

JEROME YORKE

CAS - Theatre, Dance, and Performance Technology

To learn more about IACT at ArtStreet, visit [go.udayton.edu/iact](http://go.udayton.edu/iact).



IACT FELLOWS WORK WITH COLLABORATION ACCELERATOR STUDENTS IN AN APPLIED CREATIVITY “BOOTCAMP” AT ARTSTREET THIS SUMMER.

# FALL 2017 CALENDAR OF EVENTS

## AUGUST

### 28 MONDAY

*Adjunct Faculty Orientation  
(dinner included)*

FACILITATED BY: LTC STAFF

**6:00 – 8:00 PM**

LTC Forum 044

### 30 WEDNESDAY

*E-Learning: Isidore 101:  
Getting Started with Isidore*

FACILITATED BY: E-LEARNING STAFF

**10:00 – 11:00 AM**

LTC Meeting Space 028

### 31 THURSDAY

*Adjunct Faculty Orientation  
(dinner included)*

FACILITATED BY: LTC STAFF

**6:00 – 8:00 PM**

LTC Forum 044

## SEPTEMBER

### 5 TUESDAY

*E-Learning: Teaching Remotely Online  
Using Adobe Connect (lunch included)*

FACILITATED BY: E-LEARNING STAFF

**12:00 – 1:30 PM**

LTC Team Space 020

### 7 THURSDAY

*Campus Conversations:  
Responding to Challenging Student Emails*

FACILITATED BY: AMY KRUG

AND SUSAN BROWN

**5:30 – 6:30 PM**

LTC Forum 044

### 13 WEDNESDAY

*Campus Conversations: How to Seek  
Funding from Private Foundations*

FACILITATED BY: BRANDY MCFALL

**10:00 – 11:00 AM**

LTC Forum 044

### 14 THURSDAY

*E-Learning: Isidore 201:  
Advanced Uses and Tools*

FACILITATED BY: E-LEARNING STAFF

**2:00 – 3:00 PM**

LTC Meeting Space 028

### 20 WEDNESDAY

*E-Learning: Isidore's Hidden Gems:  
Tips, Tricks & Time-Savers*

FACILITATED BY: E-LEARNING STAFF

**3:00 – 4:00 PM**

Location TBD

### 22 FRIDAY

*CARMA: Integrating Moderation  
and Mediation*

**12:00 – 1:15 PM**

LTC Meeting Space 028

### 26 TUESDAY

*E-Learning: Isidore eQuality:  
10 Practical Tips for Accessibility*

FACILITATED BY: E-LEARNING STAFF

**10:00 – 11:00 AM**

LTC Meeting Space 028

## OCTOBER

### 5 THURSDAY

*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

### 9 MONDAY

*E-Learning: Using Turnitin to  
Promote Academic Integrity*

FACILITATED BY: E-LEARNING STAFF

**10:00 – 11:00 AM**

LTC Team Space 020

### 11 WEDNESDAY

*E-Learning: Promoting Academic  
Integrity in an Online Environment*

FACILITATED BY: E-LEARNING STAFF

**10:00 – 11:00 AM**

LTC Meeting Space 028

### 17 TUESDAY

*Campus Conversations: Synergy in  
Multidisciplinary Research and  
Scholarship: Thinking and Working  
Outside the Box*

FACILITATED BY: CARISSA KRANE

AND KAROLYN HANSEN

**12:30 – 1:30 PM**

LTC Team Space 020

### 19 THURSDAY

*Campus Conversations: Creating  
an Environment for Academic Integrity*

FACILITATED BY:

FACULTY DEVELOPMENT COMMITTEE

**2:00 – 3:00 PM**

LTC Meeting Space 028

### 20 FRIDAY

*CARMA: Verifying Empirical  
Research Findings*

**12:00 – 1:15 PM**

LTC Team Space 020

*CARMA: Creating Datasets with  
Social Media*

**1:15 – 2:30 PM**

LTC Team Space 020



**24 TUESDAY**

*E-Learning: Isidore—Tell Us  
What You Really Think*

FACILITATED BY: E-LEARNING STAFF

**3:00 – 4:00 PM**

LTC Meeting Space 028

**NOVEMBER**

**3 FRIDAY**

*E-Learning: How Your Students  
Wish you Used Isidore*

FACILITATED BY: E-LEARNING STAFF

**11:00 AM – 12:00 PM**

LTC Meeting Space 028

**8 WEDNESDAY**

*Campus Conversations: Academic  
Integrity, Cheating and Plagiarism  
(Webinar)*

FACILITATED BY:

FACULTY DEVELOPMENT COMMITTEE

**10:30 AM – 12:00 PM**

LTC Forum 044

**10 FRIDAY**

*CARMA: Questionable Research  
Practices*

**12:00 – 1:15 PM**

LTC Meeting Space 028

*CARMA: Parcel Indicators in SEM*

**1:15 – 2:30 PM**

LTC Meeting Space 028

**16 THURSDAY**

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

FACILITATED BY: E-LEARNING STAFF

**10:00 – 11:00 AM**

LTC Meeting Space 028

**30 THURSDAY**

*E-Learning: Pop Pop!  
Jazzing Up Your Content*

FACILITATED BY: E-LEARNING STAFF

**2:00 – 3:00 PM**

LTC Meeting Space 028

**DECEMBER**

**4 MONDAY**

*E-Learning: Flipping the  
Classroom with Isidore*

FACILITATED BY: E-LEARNING STAFF

**11:00 AM – 12:00 PM**

LTC Meeting Space 028

Stay tuned for more information on Innovative Educators webinars on Improving Student Outcomes, *Strategies For Supporting Students On The Autism Spectrum, and Conducting Difficult Conversations With Students*

**DESCRIPTIONS AND  
REGISTRATION INFORMATION**

**For Campus Conversations,**  
visit [www.udayton.edu/ltc/development/campus\\_conversations.php](http://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](http://www.udayton.edu/ltc/development/tags/index.php)

**For Reading Groups,**  
visit [www.udayton.edu/ltc/development/reading\\_groups.php](http://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](http://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](http://www.udayton.edu/ltc/development/carma.php)



the **BLEND**

**\$2.75**

**TRY ANY  
GRANDE  
SPECIALTY  
DRINK ONLY**

Redeemable at THE BLEND (in the LTC,  
Ground Floor of Roesch Library) or  
THE BLEND EXPRESS (Miriam Hall)

OFFER EXPIRES 12.07.17

## LTC AT-A-GLANCE

PHONE: 937-229-4898

EMAIL: LTC@udayton.edu

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### ACADEMIC AFFAIRS AND LEARNING INITIATIVES (AALI)

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

SUE KRISKO  
*AALI Administrator*

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### COMMON ACADEMIC PROGRAM (CAP): 229-5534

MICHELLE PAUTZ  
*Assistant Provost for CAP*  
JUDY OWEN  
*Data and Assessment Coordinator*

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### CURRICULUM INNOVATION AND ACADEMIC TECHNOLOGY: 229-2117

DAVID WRIGHT  
*Director of Academic Technology and  
Curriculum Innovation, UDiT*

JANE WESTENDORF  
*Senior Administrative Assistant*  
JUSTIN SWANN  
*IT/Technology Support Specialist*

---

### E-LEARNING: 229-5039

RYAN ALLEN  
*Director*  
DAVID BAUER  
*Web Development Team Lead*  
LEAH BERGMAN  
*Senior E-Learning Specialist*  
TBD  
*Web Developer*  
PAUL DAGNALL  
*Instructional Design Specialist*  
GRACE KIM  
*Instructional Technologist*  
JOHN LECOMTE  
*Senior E-Media Specialist*  
MIKE MCCLURE  
*IT Training Manager*  
JULIANNE MORGAN  
*E-Learning Specialist*  
STEPHANIE KORSLUND  
*E-Learning Specialist*

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### EXPERIENTIAL LEARNING: 229-3906

KAREN VELASQUEZ  
*Director*

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### FACULTY AND LEADERSHIP DEVELOPMENT

SUSAN BROWN  
*Director of Faculty Development:  
229-3309*

RACHEL NORMILE  
*Administrative Assistant, Faculty &  
Leadership Development: 229-5657*

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### LEARNING TEACHING CENTER

PATTY CAUDILL  
*LTC Coordinator*  
DAVID THOMAS  
*Night Coordinator*

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### OFFICE OF LEARNING RESOURCES: 229-2066

ELIZABETH HARRISON  
*Director*  
BRENDA COOPER  
*Assistant Director*  
ZELDA SMITH  
*Assistant Director*  
DEANNA ARBUCKLE  
*Disability Services and  
Assistive Technology Coordinator*  
MELISSA RECHT  
*Testing Coordinator*  
MICHAEL KEY  
*Learning Initiatives Coordinator*  
CHRISTINA KLIMO  
*Write Place Coordinator*  
BETH LANTZ  
*Data Specialist*  
ROBERT SPANGLER  
*IT Support Specialist*  
YA YOU  
*International Student  
Education Specialist*  
JODI WERLING  
*Administrative Assistant*  
KELLY SNIDER  
*Graduate Assistant*

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### FACULTY CAREER ENHANCEMENT: 229-5317

STEVE WILHOIT  
*Director*

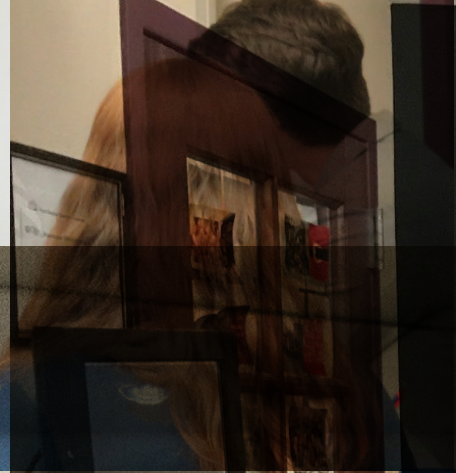
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### RETENTION RESEARCH AND ANALYTICS: 229-4133

REBEKAH LAWHORN  
*Director*

UNIVERSITY of  
DAYTON

RYAN C. HARRIS LEARNING  
TEACHING CENTER  
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+1302



Experiential Learning is...  
how I learned to love  
complexly

relationships  
passion for human rights  
community  
Relationships  
Katie



Marianist Faith  
SIVITY  
GARDEN SPACE?  
How to juxtapose  
these values against  
the core values  
of ourselves today