DEAR UNIVERSITY OF DAYTON COMMUNITY,

The 2015–16 academic year has been another wonderful experience in the life of our students. Many of our first-year students were able to live out their commitment to integrate learning and living through participation in one of seven Integrated Learning-Living Communities (ILLCs). Additionally, it was the second year of the Vision for Residential Learning, which measures student learning in three areas: authorship, interculturalism and community living.

From cleaning up local rivers, to leading literacy programs, to learning about the lived experiences of local educators, Dayton ILLCs create an impact in our region. Through these experiences, students are able to grapple with important questions such as whom they are and what they value, how they relate to people different from themselves and what it means to be a contributing member of the University of Dayton and City of Dayton communities.

The seven ILLCs offered this year included:

- **Business and Marianist Values**, exploring the world of business through a moral and ethical lens.
- **Building Communities through Social Justice**, promoting literacy through working with Dayton city partners as well as international communities.
- **Curiosity in the Classroom**, working with area educators to help student teachers explore hands-on lessons to bring to their future classrooms.
- **CORE**, integrating the four Humanities Commons, liberal-arts disciplines of English, history, philosophy and religious studies into one team-taught course to transform students’ understanding of our pluralistic society.
- **Sustainability, Energy & the Environment**, promoting environmentally-sound practices and sustainability efforts on campus, in the Miami Valley and around the globe.
- **Women in the Sciences and Engineering**, helping female students become leaders in scientific and engineering professions.
- **Writing and the Arts**, focusing on writing and creativity, students work closely with ArtStreet and ArtsLive.

Thank you for your continued interest and support of the ILLCs at the University of Dayton. We firmly believe that these programs enable students to learn both inside and outside of the classroom. Additionally, through sharing these transformative experiences with a cohort of peers, students make connections which positively influence them through their time at the University and beyond.

Sincerely,

Matt Kwiatkowski
Assistant Director of Residence Life,
East Campus

Molly Keane-Sexton
Coordinator of Integrated Learning
Lecturer, Department of English
“The SEE ILLC made opportunities incredibly accessible to a freshman eager to learn more about sustainability. Not only have I been educated by professionals and Sister Leanne on our field trips, but I have also been inspired by my fellow peers to be active about my passion for the environment. The SEE ILLC not only provides you with educational opportunities, but it also immerses you in the community outside campus. It is easy to get caught in the UD bubble, and I have found great value in having the chance to interact with community members. A great example of this is a night when ILLC members were invited to attend a dinner and screening of the film Merchants of Doubt at the South Park United Methodist Church. Another great experience was taking a short trip to the Proto BuildBar, an innovative and friendly space in downtown Dayton that invites all members of the community to explore new 3-D printing technology. As a mechanical engineering student, I was able to talk to the employees at Proto BuildBar and have one-on-one discussions about cool and relevant technology in my field.”
The SEE ILLC attended an ice-cream social during New Student Orientation, where they met the SEE faculty and sophomores, juniors and seniors who lived in the SEE ILLC their first year. Welcome Night featured presentations on summer breakouts and local service initiatives by upperclass students engaged in sustainability, energy and environment activities, such as members of ETHOS and the River Stewards.

September and April brought opportunities for full-day trips to the Cincinnati Zoo (the greenest zoo in the U.S.) to learn about sustainability initiatives. In October, SEE members enjoyed a trip to Yellow Springs, where geology faculty and students led a hike in Glen Helen. Dr. Brecha also shared his straw-bale home construction. Finally, students relaxed over pizza and enjoyed ice-cream at Young’s Dairy Farm.

The group also took multiple service-field trips, participating in land-service work at two Dayton land-connected organizations. At Mission of Mary Farm, students learned about urban food deserts and helped harvest fresh produce for the Twin Towers neighborhood. At the Marianist Environmental Education Center (MEEC), SEE students harvested native plant seeds and enjoyed a hike on the 100-acre nature preserve.

SEE featured Pope Francis’s environmental encyclical in several events throughout the year, including evening presentations featuring students, faculty and national expert, Fr. Tom Reese, S.J., and Hunger Awareness Week, a dinner dialogue connecting human rights and hunger, featuring Ambassador Sophie Asimenye Kalinde of Malawi and local food-justice experts.

The October “Autumn Inspiration” and February “Winter Wisdom” retreats held at MEEC and co-sponsored by the Hanley Sustainability Institute offered opportunities for guided-nature hikes, reflecting on Pope Francis’s encyclical and one’s own relationship with nature.

Many enrolled in the Exploring SEE mini-course spring semester. A full-day field trip to Newport Aquarium featured a “behind the scenes” tour and a stop at Jungle Jim’s. On a Friday, February afternoon, the group went downtown to experience sustainability initiatives at Proto BuildBar, then enjoyed ice skating and hot chocolate at Riverscape. SEE members also joined with members of Dayton faith and environment organizations for a supper and viewing of the movie, Merchants of Doubt, and shared ideas about what could be done to further awareness and take action on climate issues and energy policy in Dayton.

“Being in the SEE ILLC is learning how I can make an impact by utilizing my major. Engineers have already been encouraged to make more environmentally conscious decisions, and being in SEE has shown me realistic approaches to problems I will face in my career as a Chemical Engineer. Additionally, I learned about the impact we all make on the environment and how simple making small changes in our lives and habits is.”

-KATHERINE ZELINA
SEE STUDENT
Fall 2015 brought another talented and enthusiastic cohort of first-year students into the Business and Marianist Values (BMV) ILLC. The group immediately bonded over shared interests and learning goals during their orientation meeting. Since that meeting, BMV hit the ground running.

During the first week of classes, BMV visited the Dayton Dragons, where Dragons's officials gave students a behind-the-scenes look at their entire operation. This program was so popular that the BMV organizers quickly planned another baseball outing to beautiful Carillon Park to watch a Vintage Baseball Association game.

BMV students also enjoyed a trip down the Great Miami River with the University of Dayton River Stewards to learn about the river’s economic and ecological liveliness — a topic that was discussed at length in the group’s Microeconomics class. Just a few days later, group members checked out RecPlex bikes and rode to SunWatch Indian Village for International Archaeology Day. BMV students strolled through the historically-rich Village and tried their hand at throwing a spear with an atlatl.

— Brad Balser, BMV Coordinator

REID GEIGER, first-year marketing student in the School of Business Administration, summed up his decision to join the BMV ILLC in the following way:

“The Business and Marianist Values ILLC was the best decision I made before coming to the University of Dayton my freshman year. Not only did it provide me with the opportunity to live with others who were interested in business and get to know them, but it also provided a great learning community because we all had economics classes together. The ILLC also introduced me to the city of Dayton by taking us on field trips around the area and discovering all that Dayton has to offer. This was big for me because I am not from the area. The Business and Marianist Values ILLC helped me feel comfortable and confident on campus, in the city and in the classroom.”

The first-year BMV cohort met and networked with older BMV student leaders who have remained active in the community throughout their time at UD. A BBQ at one of the BMV Special Interest Houses brought many BMV students together with Marianist Brothers for games and conversation. In addition, the BMV mentoring program allowed BMV upperclassmen to pair up with and coach first-year students. Members also got together for dinners and prayer with the Marianists, Service Saturdays through the Center for Social Concern, the annual “Business as a Calling” event and a “Dress for Success” program with business professionals from the larger Dayton and Columbus communities.

LOGAN WACKER, a junior operations, supply management and entrepreneurship student, described the joy he found though living and learning in one of the two BMV Special Interest Houses:

“Living in a house with all of your closest friends who study similar subjects is awesome! We not only study together, but we love coming together as an ILLC to host events for incoming first-year students, pray with the Marianist Brothers or perform service on weekends. Business & Marianist Values is truly a tight-knit community, and I’m extremely excited with the progress that we’re making. I hope that we continue to grow as an ILLC in the coming years!”
Fall 2015 was a busy semester for the Building Communities Through Social Justice (BCSJ) ILLC. BCSJ first-year students and members of the BCSJ Leadership House continued their tutoring partnership with Edison Elementary School, working with third grade students to strengthen their reading skills. At the end of the six-week program, graduates were awarded certificates to acknowledge their achievements. In October, over 40 first-year and BCSJ Leadership students returned to Edison for Trunk or Treat Night. Dressed in Halloween garb, BCSJ students and faculty led reading games and activities in classrooms before moving into the parking lot to distribute treats to students.

The BCSJ ILLC also worked with civic partner, The Inner West Priority Board, and President Mary Ellington, in a neighborhood clean-up event in November. Equipped with rakes, mulch and plenty of lawn bags, students and faculty worked to clean two parks—and yes, take some time out to have fun doing it! Another Service Saturday was spent combing the banks of the Great Miami River for mussels as part of a Metro Parks initiative. The project relocated mussels trapped in shallow pools to deeper waters to make room for a kayak route.

Finally, the BCSJ ILLC closed out the semester with its fourth annual Book Buddy Program, adopting second and third-grade Edison students as Pen Pals. On Dec. 8th, over 100 students and their teachers received gift bags containing a book with a personalized book plate, book mark, hot chocolate and candy cane. What better way to close out a season of service, learning and leadership!

– Dr. Margaret M. Strain and Lori Phillips-Young, BCSJ Coordinators
“I love nature. I was able to get my hands dirty and by doing so, I knew that I was making a difference in the community. Being in the Social Justice LLC was an eye-opening opportunity because it helped me discover my passion for social justice and human rights.”

- FRANCESCA GAUDIO
BCSJ STUDENT

“The Social Justice ILLC opened my eyes to the injustices facing my community and the global community. I learned what I can do as an individual to make an impact and help to remedy these injustices.”

- TESS GOLONKA
BCSJ STUDENT
"I signed up for the WISE LLC after talking to a friend who lived on the WISE floor her freshman year. Just like she described to me, I am so thankful that I became a part of the WISE family. It is exponentially beneficial to surround yourself with young women who are academically committed and all share a challenging course load. As a fourth-year, I can confidently credit WISE for giving me my best friends, roommates and the ability to balance both the social and academic aspect of college."

- KATIE WILLARD, WISE STUDENT
2015–16 kicked off with an orientation and get-together for the WISE floors. Senior science and engineering students living in the WISE Special Interest House held weekly tutoring sessions for the WISE ILLC throughout the year. In September, the WISE house hosted a cookout after the Tool Workshop. WISE students also took a fall trip zip lining! It was clear at this event that WISE students were building confidence, developing student leadership and engagement with their student community. Oh — and it was a lot of fun! The group went to Kings Island for Halloween, had a nice Thanksgiving dinner in November and a Christmas Party in December. WISE students engaged in service by making blankets for children staying at Dayton Children’s Hospital. In addition to the shared courses inspiring scientific exploration and discussion, WISE students had the opportunity to interact with upper-level students and science and engineering faculty.

— Jack O’Gorman, WISE Coordinator

“My WISE experience helped me make friends who were passionate about learning in the sciences and engineering. Living with those girls encouraged me in my classes and made me want to overachieve, not just achieve. Living with students in the same major allowed me to seek out others who were in similar classes who were able to help me when I got stuck on a concept in class. I am very satisfied with living on the WISE floor my freshman year.”

— Emma Brumfield, WISE Student

“My favorite part about the WISE floor was the social opportunities that were available throughout the year. We built shelves, went zip lining and celebrated the holidays together.
Furthermore, the all-female WISE Engineering Innovations class was incredibly enjoyable and beneficial — we didn’t have the pressure and stigma that’s associated with being a female minority, and it really gave us a chance to utilize and present our unique skills and ideas. Living on the WISE floor made it easy to connect with like-minded individuals working toward the same goals as I was.”

— Marina Mancuso, WISE Student

WISE
WOMEN IN SCIENCE & ENGINEERING
“There is so much talent on my floor and I love watching it bring the girls together! You can always hear singing coming from the bathroom or see a photography project going on in the hallway. The girls were able to bond very quickly during orientation because they shared a love for music on our trip to Michael Bradshaw’s studio!”

CATHERINE MATHENY
WAA RESIDENT ASSISTANT

“Through digging deep inside and thinking with a critical conscience, I was able to rise up to the occasion and create papers that reflect my intellect as a reader and writer. By being in this course during my first semester, I’m now interested in taking up a minor in English to further my skills in writing and to benefit my career as a Graphic Designer.”

JEREMIAH JOHNSON
WAA STUDENT
The Writing and the Arts (WAA) ILLC had a fantastic year. Students started at New Student Orientation with Michael Bashaw, the University's sustainability artist-in-residence. The group took a trip to east Dayton with ArtsLIVE Director Eileen Carr and WAA Coordinator Molly Sexton to experience repurposed-metal sculptures and music in Bashaw's studio.

After reading the classic *Don Quixote* in class, WAA attended the University's 400th anniversary celebration of Miguel Cervantes's masterpiece with a lecture on Cervantes' medieval Spain by Dr. Miguel Gomez. After the talk, the audience watched the 1972 film *Man of La Mancha*. WAA also viewed the display of *Don Quixote* texts from across the globe in Roesch Library. The unit culminated with the Sahrawa Foundation's Indian dance interpretation of *Don Quixote*, narrated by Dr. Akhila Ramnarayan.

WAA attended dinners in Founders Hall and arts events throughout the term, including the ArtsLIVE world music concert *Planetary Coalition*, starring rock guitarist Alex Skolnick. Toward the end of the term, Resident Assistant Porter Lyons organized a lesson for WAA on the Gamelan by music professor Dr. Heather McLachlan, who spoke about Asian music and culture. Students had the opportunity to play the room-size instrument, too.

The term ended with a classroom visit by Nigerian oil painter Ben Ibebe, who shared some of his cubist-inspired works. Ibebe then helped students create self-portraits in the ArtStreet Creator Space. It was a transformative experience for all.

– Molly Keane-Sexton, WAA Coordinator
The CORE Program, celebrated its 30th anniversary spring 2015 as the oldest ILLC at the University of Dayton. With an innovative two and a half year curriculum, CORE stresses the connections between academic disciplines so students experience the integrated character of the humanities, while fulfilling many Common Academic Program requirements.

In fall 2015, CORE embraced a growing incoming class, welcoming 110 new students—up from 78 the previous year. As an academically challenging ILLC, CORE students can earn 15 hours of Honors credit and find strong peer-support, lasting friendships, cultural events, faculty attention and service learning experiences. Our first-year CORE students are also found to be top students in their writing courses.

First-year CORE students attended the ArtsLIVE production of Don Quixote in celebration of the 400th anniversary of Miguel Cervantes' epic Spanish novel. The Boll Theater performance provided an international flare on the tale by blending classical Indian dance with original music, projections, costumes and poetry. First-year course work focused on the development of Western Civilization from the beginnings through the seventeenth century.

Second-year CORE students engaged in numerous service-learning projects, ranging from tutoring children at urban Dayton elementary schools to volunteering at various community outreach centers such as Miracle Makers, Mission of Mary Cooperative Farm, El Puente Program, Big Brothers Big Sisters and many more. Additionally, several students participated in Fall Breakout experiences to Buckhorn and Salyersville, KY. Students also took part in the River Plunge, Urban Farming and Local Food Plunge. One student also conducted a literacy project during a summer Guatemala immersion program. Students culminated their experiences by writing papers and giving class presentations about their projects and discussed how the experiences related to the topics covered in their second-year CORE classes.

CORE students took advantage of the many peer-support opportunities available through their CORE RAs, CORE Fellows and CORE House residents. The Fellows, who are students in their second-year, assisted first-year students with paper writing, exam preparation and class assignments. Students living in CORE houses hosted a welcome cookout in August and a final exam study group. These events and the ongoing camaraderie among CORE students and faculty give the program its soul and make it such a successful ILLC.

– Marissa McCray ’00, Core Assistant
“The CORE program is a wonderful way to not only get all of your humanities first-year CAP courses out of the way, but also to create friends and connections in both life and academics that will last a lifetime. It has helped me so much in my non-CORE classes make connections between English, history, philosophy and religion. I would highly recommend the CORE program to any incoming 1st year students. It is a wonderful opportunity and you will not regret a single moment of it.”

ADAM SCHWARTZ
CORE FELLOW

“I feel so lucky to have been in the CORE program. It has been challenging, but more rewarding than I could have imagined. The greatest benefit by far is the professors. Not only are they great teachers and always interesting, but they really care about you as a student and as an individual.”

ALEXANDRA ALTOMARE
CORE FELLOW

“The Core Program shaped the way I view my discipline of Art History and how I am now able to research for my honors thesis. Experiencing various disciplines through one course opened different thought processes as to how we can approach a subject or historical event. I truly do not think I would have progressed to the student I am now, had I not experienced the Core Program during my first few years at UD.”

KIERSTEN REMSTER
HERBENICK AWARD RECIPIENT
CORE STUDENT
“I enjoyed the ILLC because it gave us, future educators, a first-hand look into the profession. It helped solidify my choice to become a teacher, and I would definitely recommend it to a future teacher education student!”

KATHRYN SPIELBERGER
CIC STUDENT
The Curiosity in the Classroom (CIC) ILLC is entirely devoted to one goal: empowering our education students. Supported by the School of Education and Health Sciences and the College of Arts and Sciences, CIC brings together faculty in Teacher Education, Physics and Geology to provide an enriching learning experience for CIC students.

– CIC Co-Coordinators: Dr. Said Elhamri and Dr. Mary Kay Kelly

“Being in an ILLC really put things into perspective for me: It’s easy to get caught up in stressful coursework during the semester, but hearing from real teachers kept me motivated so I can do what I love in the future!”

HANNAH PETERSON
CIC STUDENT

“I absolutely loved it! It gave me a chance to meet so many other people who have the same interests as me, and being able to live together made the school feel even more like home. My closest friends are from the ILLC because I really got to know them out of the classroom.”

MAURA CULLEN
CIC STUDENT
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