Dear faculty and staff colleagues,

It is with great enthusiasm that I welcome you to the Inaugural Learning and Teaching Forum. Entitled, "Learning Together at the University of Dayton: New Priorities and Practices," the forum will bring together faculty and staff across the University to share, explore, and reflect upon some of the important, high-impact innovations in teaching and learning that are underway at UD. We plan for this forum to be an annual event and are excited by the broad cross-section of our campus community that will lead forum sessions.

The Strategic Vision Eric Spina set out last spring underscores UD's foundational commitment to excellence in teaching and learning, with particular emphasis upon developing the agility needed to adopt new models of learning and teaching that engage students and prepare them for servant-leadership. Creative innovation and collaboration in teaching and learning, and renewed attention to the educational challenges our students face, are hallmarks of our aspiration to become the University for the Common Good. Our commitment to transformational pedagogies is an essential complement to our commitments in scholarship, research, and community-engaged service.

Student learning resides at the heart of the University of Dayton's mission and is a centerpiece of our daily work, no matter what one's specific areas of responsibility at UD may be. I hope that you will take this valuable opportunity to participate in this inaugural forum and share in the significant pedagogical developments occurring on our campus.

I am especially grateful to the forum’s planning committee for its creative work and to the dozens of presenters and facilitators who will offer forum sessions. Many thanks, as well, to those who, along with the Office of the Provost, are sponsoring the forum: the Ryan C. Harris Learning Teaching Center, Office of Experiential Learning, Office of the Common Academic Program, Housing and Residence Life, and Dean of Students Office.

Paul H. Benson
Provost
Statement on Diversity, Equity, and Inclusion by President Eric F. Spina:
The University of Dayton affirms that diversity, equity, and inclusion are inextricably linked with excellence. We aggressively pursue these core values, which align with our mission of building community in the world and working for justice for all people.

Diversity at all levels of the University — from the board of trustees to the student body — enriches our learning environment and expands our institutional ability, intelligence, and creativity.

As a Catholic and Marianist institution, the University of Dayton embraces diversity as a gift of God’s creation and is committed to honoring the intrinsic value and dignity of all people, no matter their race, religion, socio-economic status, gender, sexual orientation, country of origin, (dis)ability, ideology, and other expressions of human difference. We commit ourselves to eliminating discriminatory or hateful words and actions, pursuing equity, and becoming known as a fully inclusive and welcoming environment for learning, discovery, and community engagement.

We are deeply committed to advancing the common good in partnership with the local and global community. We invite you to learn more about the University of Dayton’s commitment to excellence as shaped by diversity, equity, and inclusion.

Schedule-at-a-Glance

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<tr>
<th>Time</th>
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<tr>
<td>8:00am</td>
<td>Registration</td>
<td>KU 2nd Floor</td>
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<tr>
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<td>11:30-12:30pm</td>
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<td>12:45-1:35pm</td>
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<td>1:45-2:15pm</td>
<td>Coffee &amp; Tea Break and Conversation Sponsored by the Office of Experiential Learning</td>
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<td>2:15-3:05pm</td>
<td>50 Minute Concurrent Sessions</td>
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<td>3:15-4:30pm</td>
<td>Closing Address: Associate Provost Deb Bickford Reception</td>
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9:00 – 9:50am  
KU Ballroom  
\textbf{Plenary Session:} “Empowering Students as Servant Leaders and Builders of Community for the Common Good”  
\textit{Dr. Hunter Phillips Goodman, Executive Director, Fitz Center for Leadership in Community}  

9:00 – 9:50am  
KU, LTC, Marianist Hall, Roesch Library Collab  
\textbf{50-Minute Workshops, Conversations, Demonstrations, Panel, and Poster Sessions}  

\begin{itemize}  
\item \textbf{KU 311} | \textit{Discerning Vocation: A Comprehensive Approach Using VIA Character Strengths and Ikigai} | Workshop-Demonstration | Marissa McCray (CAS Core Program), Julie Huckaba (Flyer Student Services), Conor Kutner (Housing and Residence Life)  
Participants for our session will partake in a unique, interactive program that combines the VIA Institute character strengths with the Japanese Ikigai concept for discernment toward vocation discovery. These tools are markedly engaging and useful for students distinguishing future professional aspirations and leadership development. Those who work with Discover students or teach first-year seminar courses may find these methods especially beneficial. This hands-on workshop will demonstrate how personal attributes identify key components of one’s calling to leadership for the common good. Participants will be able to assist students in honing these personal strengths into practical skills for purposeful use as emerging servant leaders in meaningful professions.

\item \textbf{KU 312} | \textit{Transdisciplinary Experiential Learning: The Experiences of an Human Rights and Engineering Faculty} | Panel Discussion | Kevin Hallinan (Mechanical and Aerospace Engineering) and Joel Pruce (Political Science & Human Rights)  
In this session, Learning Teaching Center Faculty Development Fellows for Experiential Learning (EL), Joel Pruce and Kevin Hallinan, will share their experiences with experiential learning and their activities aimed at growing particularly transdisciplinary experiential learning capable faculty at UD. Pruce will share his experience in the Moral Courage Project, where he and students traveled to Ferguson, MO to document the experiences of people who,
Despite adversity and risk, "chose to activate their moral courage." He will discuss a rethinking of this EL opportunity from transdisciplinary perspectives. Hallinan will discuss engineering projects aimed at supporting efforts within Dayton to grow jobs, training, and mentoring around the theme of sustainability. Further, they will discuss the features of transdisciplinary EL and active efforts to develop faculty around it.

**KU 331 | What’s Next for Old River Park? | Conversation | Steve Kendig (Facilities Management), Don Pair (CAS), Matthew Worsham and Katie Schoenenberger (Hanley Sustainability Institute)**

This session is an open conversation with the campus community about Old River Park from the perspective of campus-as-laboratory, including current uses and ideas for how and when the space could be used in the future. Our goal is to have a large brainstorming conversation to think creatively of ideas for a sustainable future for Old River Park.

**KU 2nd Floor | Embedding Library Materials in Isidore Course Sites | Poster Presentation | Meg Barkley (University Libraries)**

The poster will exhibit how teaching faculty and staff can embed library resources directly into their Isidore course sites to enhance learning support for students. Resources available for incorporation include library guides specifically curated for a class or specific subject area and databases available for research. By incorporating library materials in Isidore sites, faculty and staff can assist student learning by making available resources easier to find and use within their course materials.

**KU 2nd Floor | Roesch Library Student Employment as Vocational Development | Poster Presentation | Jillian Sandy (Roesch Library)**

Roesch Library student employees often think of their work as a way to complete homework assignments while earning a bit of extra money without considering their co-curricular learning and skill development. This poster session will share the recent work of Roesch Library staff to reframe student employment as an opportunity to develop career skills and reflect on vocation. Student employees who work at the Knowledge Hub complete training modules through Isidore, which encourage students to begin thinking intentionally about their learning and its broad applications. Student employees also attended a Career Services-led session to tailor résumés and cover letters for internship and job applications, with a particular focus on their experience at Roesch Library. Additionally, student employees are empowered to provide leadership and input for training sessions and materials, and to collaborate with library faculty and staff on projects specific to their academic and professional interests.

**LTC Studio | Active Learning-Hands-on Demonstration from a Biology Class | Demonstration | David Wright (LTC/UDit)**

Benefits of teaching a course using active learning approaches (even occasionally) include improved learning outcomes, greater student engagement and a more enjoyable teaching experience. With active learning, students participate in structured in-class experiences that fosters application and deeper reflection on course content, typically in socially engaging situations. This session will demonstrate some of the active learning approaches used in an introductory biology course at UD, but with an eye on techniques and a philosophy that would be useful in any discipline.

**LTC Meeting Space | Theatre of the Oppressed and Experiential Education | Conversation | Neomi De Anda (Religious Studies)**
Fall 2017 has served as a pilot semester for integrating students’ abilities to use embodied ways of articulation of learning. The presenter will explain how she has primarily used the pedagogical methodologies of Theatre of the Oppressed in two sections of a Liberation Theologies course to provide platforms beyond writing for course participants to articulate their learning. This project is part of the presenter’s ongoing work to think and rethink classroom boundaries and experiential education.

**LTC Team Space | Sharing Your Story | Conversation and Video Recording | Christina Smith (Housing and Residence Life)**

Participants will reflect on their messy quest for meaning in life and how they ended up at the University of Dayton in the role they are in today. Participants will be given a set of reflective questions crafted by the University Vocation Implementation Team to guide their reflection. These questions can also be used in class with students as a part of small group discussions, reflection papers or as a way to connect classroom learning to life after UD. Participants will be asked to either craft a written response or to capture their response electronically (video). Responses will be collected and displayed as a compilation on a future University of Dayton “Vocation” website.

**LTC Forum | Creativity, Inclusiveness, and Experiential Learning through the Arts | Conversation-Demonstration | Michelle Hayford (Theatre, Dance & Performance Technology), Judith Huacuja, (Art and Design), and Julia Randel (Music)**

Our conversation will explore how the arts contribute values of creativity, inclusiveness, and experiential learning to student competencies in the liberal arts. Why should students engage the arts as part of their liberal arts education? Students can apply skills sets learned in the arts (creativity, problem solving, team building, cultural literacy) to any major field of study. Join the conversation about arts advocacy, artistic practices as community engagement and servant leadership, and application of creative methods for other disciplines.

**Marianist Commons | Sharing a Marianist Education | Conversation | William Coleman (Admission and Financial Aid/Enrollment Management)**

I am drawn to our Marianist identity and how it’s shown in cross-functional ways across campus. Specifically, sharing how our division of Enrollment Management leads in embodying our identity internally, but also how we share the strengths of Marianist experience with perspective students. I intend to contribute my perspective to our collaborative experience as an alum and staff. In my role, I travel the country sharing information about UD and our experience with students, counselors and families.

**Marianist 206 | Civility in the Classroom | Conversation-Workshop | Lindsay Maxam (Student Development) and Christine Schramm (Dean of Students)**

Students’ disruptive behaviors in the classroom impact the ability to teach for faculty and the ability to learn for other students. In collaboration with the student code of conduct, this session will cover how to manage classroom disruptions through prevention, intervention, and response. Faculty will be given suggestions for syllabi for prevention, tips to intervene and stop disruptive behavior when it occurs, and information on how to facilitate a follow-up conversation with a disruptive student and how to report concerning behaviors to the Campus, Awareness, Response, and Evaluation (CARE) Team.

**Marianist 217 | Partnering with the Center for Social Concern for Experiential Learning for the Common Good | Panel Discussion | Nick Cardilino, Samantha Kennedy, and Mary Niebler (Center for Social Concern)**

The Center for Social Concern has partnered with many faculty over the years to help create civic engagement
learning experiences that promote the common good. This panel will provide some examples and offer some time to brainstorm new possibilities to make your courses' learning objectives come to life. Participants will learn about the Center for Social Concern's programs and partners, brainstorm about how they can use civic engagement and service-learning to meet the objectives of their courses, and find ways they can utilize the resources of the CSC to their advantage.

Marianist 218 | **Beyond Holding Doors? Interrogating ‘Community’ as an Institutional Learning Goal** | Conversation | Kelly Johnson (Religious Studies) and Steve Herndon (Housing and Residence Life)

In spite of the centrality of community to Marianist character of the university, “community” is the least-frequently claimed ILG in approved CAP courses. This session will aim to provoke and facilitate frank discussion about why and how community matters for education at UD, both inside and outside the classroom.

Collab-Roesch Library 1st Floor | **Models of Peer Mentoring and Peer Advising** | Conversation | Maria Burkett (University Honors Program), Michelle Strunks (School of Engineering), Jamie Riley (School of Business Administration), Aaron Witherspoon (Student Academic Affairs)

In a panel presentation, advisers from various units across the University will share how they integrate peer mentoring or peer advising to enhance student learning and engagement, particularly for first year students. Participants will gain an understanding of how peer mentoring and/or peer advising enhance the learning process for first year students (as well as the peer mentors/peer advisers) within the context of different academic units.

9:00 – 10:30am
KU Torch Lounge | **Connecting the Marianist Traditions and Equity on Campus** | Workshop | Tiffany Taylor Smith (Office of Diversity, Equity, and Inclusion) and Allison Leigh (Office for Mission and Rector)

The Catholic and Marianist Mission of UD is rooted on principles of diversity, equity and inclusion, all of which are integral to our work today. In this interactive workshop, we are going to explore the stories and traditions that influence our commitment to equity, and reflect on the many ways you can engage in this work and become part of the story that keeps these values alive for years to come.

10:00 – 10:30am
KU 2nd Floor, LTC Rotunda, and Marianist Hall Alcove
**Coffee & Tea Break Sponsored by the Office of the Common Academic Program**

10:30 – 11:20am
KU Ballroom
**Plenary Session: “Teaching as the (almost) All-Encompassing Craft”**
Dr. Bill Trollinger, Professor of History in the History and Religious Studies Departments and Director of the Core Program
10:30 – 11:20am
KU, LTC, Marianist Hall, Kettering Labs
50-Minute Workshops, Conversations, Demonstrations, and Panel Sessions

KU 311 | Innovative Academic Initiatives at the China Institute | Panel Discussion | Sean McCarthy and Jamie Obermeyer (China Institute)

This session will feature a panel of faculty and staff who work with the China Institute to showcase the innovative academic and co-curricular initiatives at the China Institute. This session will also highlight how these initiatives work towards the University's mission and institutional learning goals.

KU 312 | Student-Centered Learning: Have you tried it? | Workshop | Janet Herrelko (Teacher Education)

A workshop that models student-centered learning would begin with the differences between pedagogy and andragogy that lead us to the reasons that students need to do the work of learning. To model this practice, the session will first ask the attendees how they use student-centered learning in their teaching and have that shared. A problem will be given to the attendees asking them to arrive at three solutions. The attendees will then be put into groups where they will share their ideas and synthesize the solutions to a practical one and a best one. These will be presented to the workshop. To keep the voting anonymous, the attendees will vote using Poll Everywhere to select the finest practical and finest best solutions. The concluding activity will be a discussion of when to use this teaching technique.

KU 313 | Students Displaying Prayer | Conversation | Sandra Yocum (Religious Studies)

Teaching a college level course on "prayer" offers many challenges -- not the least of which is colleagues' doubts about its academic dimensions. Such doubts are understandable given that the topic of prayer inhabits spaces where the personal and cultural intermingle with traditions and practices of ancient religious faiths. The particular qualities of these spaces also provide students with opportunities to consider their images of God, images of self and neighbor, religious faith traditions and how it shapes their relationship with the world personally through vocation and through active commitments to justice. This session will examine two student expressions of prayer: 1) a poster assignment in which students display prayer; 2) public presentations of the Marianist founders' spirituality and vocation.

KU 331 | A Different Conversation about Cheating | Conversation | David Wright (LTC/UDIt)

This session will review discoveries and recommendations from the Faculty Development Committee (FDC) on practical ways to minimize cheating in coursework and ways to foster a commitment to academic integrity. Despite a seemingly overwhelming number of ways students can engage in cheating, including the rising incidents of "contract cheating," there are concrete steps that faculty can take to create learning environments that foster academic integrity. The work of the FDC can lead to a model of integrity than can apply to faculty, staff and administrators as much as students.

LTC Team Space | An Engineer, Artist, and Scientist Walk into a Room | Conversation | Anne Crecelius (Health and Sport Sciences), Kevin Hallinan (Mechanical Engineering), and Jerome Yorke (Theatre, Dance, and Performance Technology)

A conversation with three seemingly different academics about their interests and passions, what links them together, how their differences add to their collective educational efforts and what they imagine for transdisciplinary education.
A dialogue to address overarching questions such as: How can we nurture the development of students as creative problem-solvers in transdisciplinary environments? What does a community transformative education look like and how can this augment learning through strong emotional connection?

**LTC Forum | iPads in Higher Education: Transforming Learning and Teaching | Workshop-Demonstration | Nicola Work (Global Languages and Cultures)**

21st century skills are abilities and learning dispositions instrumental for student success in a rapidly changing, digital society. Teamwork and collaboration, problem-solving and reasoning, creativity and innovation, media and information literacy, initiative and self-direction are just a few of the skills envisioned for today’s college students. This presentation illustrates how mobile technology can be so much more than social media and features a style of teaching that engages students and prepares them for life after college. More specifically, it showcases a variety of iPad apps that integrate into any content area and facilitate student-centered, collaborative, personalized and creative learning and innovative teaching. Possibilities for use of apps from both teacher and student perspectives will be explored and specific examples from French classes shared. Student perceptions about iPad use collected in French classes complete this presentation.

**LTC Meeting Space | Fitz Center Principles from the Student Perspective | Castel Sweet, Don Vermillion, Leslie King, Rachel Carr, Logan Cobbs, Ross Bales, and Jason Demeter (Fitz Center for Leadership in Community)**

Thought provoking insights and testimonials from students who have been actively engaged in the Dayton community, through Fitz Center student programs and courses. Attendees will develop an understanding of the Fitz Center’s approach to community engaged learning through an inquiry into the following questions and the responses students provide: How have students developed as servant leaders and become engaged in the Dayton community through participation in a Fitz Center Program? Lessons learned and skills needed to work with diverse populations, empower and serve others? Questions around the five Fitz Center principles: how students have learned (or been taught) the principles, and how have they applied the principles through their servant leadership and community engagement experiences? How have students connected what they’ve learned in Fitz Center program/courses to their academic disciplines?

**LTC Studio | Teaching the Distressed Student: Is it us or them? | Workshop | Becky Cook (Counseling Center) and Erin Shiner (Counseling Center)**

Briefly discuss the difference between a stressed and distressed student. Offer tips for helping students with mental health issues succeed. Practice techniques to de-stress to add into a classroom curriculum. Provide resources for helping distressed students.

**Marianist Commons | AVIATE and Beyond: Learning in Residence and in Partnership | Panel Discussion | Christina Smith, Steve Herndon, Danielle Page, Andrew Lehr, Jim Froelich (Housing and Residence Life)**

AVIATE can be an intimidating program on the surface with its various components and broad scope; however, AVIATE goes beyond “PATH points” and housing. In this panel discussion, we will share examples of our educational plans as well as objectives and strategies used to construct student learning in our residential community. We will discuss the sequenced nature of learning throughout the residential curriculum, the importance of backwards design in teaching strategies, and the development and growth of the assessment of co-curricular learning. We will also demonstrate how AVIATE aligns with UD’s Institutional Learning Outcomes and discuss creative ways to partner curricular and co-curricular learning.
Marianist 206 | Community Engaged Learning at a Marianist Institution | Conversation | Margie Pinnell (School of Engineering) and Kelly Bohrer (Fitz Center for Leadership in Community)

Community engaged learning (CEL) is a popular pedagogical technique. UD has a very long history of employing CEL. CEL aligns well with our Marianist Charism, but also calls us to be more intentional about ensuring that these experiences are highly relational, respect the dignity of the community partners and allow our students to be co-creators of knowledge and co-learners with our community partners. This session will be a facilitated discussion on how CEL is facilitated or should be facilitated at UD as compared to other institutions.

Marianist 217 | Creating Inclusive Community at the University of Dayton | Workshop- Panel Discussion | Thomas Morgan (English), Daria Graham (Student Leadership Programs), and Jesse Hughes (Biology)

The Creating Inclusive Community initiative is in its fourth year at the University of Dayton. It was established to foster productive dialogue around social justice, race, and privilege in order to model the types of practices that could empower our community members to be agents of change and to help create sustainable change on campus. Over that time, three cohorts (and a fourth next semester!) of students, staff, and faculty have taken a 15 week mini-course on privilege, diversity, and inclusion, and then attended the White Privilege Conference. We would like to share our experiences over the last three of years, and encourage you to join us in the work that we are doing to foster inclusive excellence and build community. Developing our awareness and consciousness of social justice issues and needs on campus means that we will be prepared to engage and participate in making that change possible.

Marianist 218 | How Can We Help Our Students Learn and Succeed Without Coddling Them? | Conversation | Susan Brown (LTC), Deb Bickford (LTC), Danielle Poe (CAS), and Beth Harrison (Office of Learning Resources)

As a faculty member, of course you care about your students and their success. What is 'student success' (beyond grades and graduation), why should we care, and why is it everyone's responsibility? Come explore with others why and how you can have even more impact on your students and consider the difference between coddling and supporting. There will be four topical conversations taking place throughout the session, and you can vote with your feet and go to the one or ones that move you the most, contributing your thoughts along the way while in dialogue with others. Your thoughts will be shared with the Student Success and Persistence Team, informing their work.

11:00–1:00pm

Kettering Labs 403 | Introduction to Proposal Writing | Workshop | Robert Wilkens (School of Engineering)

John Mackay, UDRI’s new Proposal Manager, will provide a 2-hour class on Introduction to Proposal Writing. This class is designed for anyone involved in the proposal-writing process and provides expert advice on how to efficiently and effectively prepare a competitive proposal. Topics will include: · Interpreting “the Call” - the 3 most Important Elements of Every Solicitation · The Most Important Goal for Every Proposal Writer · Writing in a Journalistic Style vs Academic Style · The secret meaning of the Red Ryder BB Gun in “A Christmas Story” for proposal writers · Proposal Mechanics · Creating a Proposal Template and Style Guide · And … how to use: Abstracts, Graphics, Figures, Tables, Action Captions, Tombstones, & Features/Benefits Tables.
11:30 – 12:30pm
Lunch
KU Ballroom

12:45 – 1:35pm
KU Ballroom
Plenary Session: “Safety over Comfort: Strategies for Creating Spaces to Learn and Teach about Difficult Topics”
Dr. Denise James, Director of Women’s and Gender Studies and Associate Professor of Philosophy

12:45 – 1:35pm
KU, LTC, Marianist Hall
50-Minute Workshops, Conversations, Demonstrations, and Panel Sessions

KU 311 | A New Approach to the Co-Curricular: The University of Dayton’s Co-Curricular Transcript | Workshop | Daria Graham (Office of Student Leadership) and Christine Schramm (Dean of Students)

Although UD’s Co-Curricular Transcript was created in 2011, there are many who still don’t know that students have two transcripts. This session will highlight the CCT, its purpose, opportunities for use and strategies for faculty, staff, and students to use this tool to its full advantage.

KU 312 | Learn, Lead, and Serve for the Common Good | Conversation | Bro. Raymond Fitz, S.M. (Fr. Ferree Professor of Social Justice)

The presentation will relate three clusters of ideas, "Learn, Lead, and Serve," to the 7 institutional learning goals and the common good. I will first connect learning, leadership, and service to the common good and then show how the learning goals develop the skills needed to realize the common good.

KU 331 | Reframing Purpose for Action: The Ikigai + Framework for Purpose-Based Learning & Academic Advising | Workshop | Karlos Marshall (Institute of Applied Creativity for Transformation)

Participants will learn to use the Ikigai+ as a vehicle for 1) purpose-based discernment, as individuals develop a purpose to use their skill sets to meet the needs of the world; 2) frame curricular and co-curricular pathways to intentionally connect student experiences in meaningful ways; 3) creative and experiential exploration; which encourages individuals to explore critical issues of interest to them to imagine new possibilities.
**LTC Forum | Resilience in Recovery | Panel Discussion | Vernique J. Coleman Stokes, Nikeya Sharp, and Sarah Music (Center for Alcohol and Other Drugs Education and Resources/Division of Student Development)**

How do young people in recovery manage adjustments to college, maintain their recovery, and live in an environment that may not be supportive of recovery? They don’t do it alone. In this session, participants will have an opportunity to discuss some of the challenges that young people in recovery face on a college campus and identify resources and available opportunities to support students who are in recovery on campus.

**LTC Meeting Space | The Philosophy Behind the Green Dot Movement | Conversation | Kristen Keen (Student Development), Justin Keen (Student Development), Carlos Stewart (Office of Multicultural Affairs), and Megan Nelson (Sexual Violence Prevention)**

The Green Dot initiative is a theory-based, research supported bystander intervention program that is now on over 500 college campuses and being launched in hundreds of communities, including the state of Alaska and the United States Air Force. Our discussion will explore the philosophy behind the program, including the theoretical basis, the supporting research, how UD has launched Green Dot, and how it is changing the culture of our campus. The Green Dot team will be available to explore how Green Dot overlaps with our Catholic and Marianist mission, how we think creatively to engage with students in atypical ways, and how we rely on internal motivation only to fill 6 hour trainings on Saturdays with undergraduate students. Join us to explore how every single one of us can join the fight to end violence at UD!

**LTC Studio | Integrating Experiential Learning through Social-and Community-Based Design | Presentation | Misty Thomas-Trout and Jayne Whitaker (Art and Design)**

This short visual presentation will explain how the presenters have successfully integrated experiential learning into the classroom. Presenters will explain methodologies for weaving together experiential learning at a Marianist University. They will present visuals from a recent Typography Two project that exemplified social- and community-based design guided by Marianist values; practical wisdom, leadership, integrating personal and social responsibility, professional practice and community. Presenters will include student reflections from the experience that include learning outcomes.

**LTC Team Space | Restorative Justice Practices in Student Conduct | Conversation | Debra Monk (Office of Community Standards and Civility)**

The Catholic and Marianist values have long stood at the center of the student conduct system here at the University of Dayton. Over the course of the past few years Community Standards and Civility has been developing and implementing various restorative justice practices that allow students to take responsibility and restore harm to the community in ways that allow lower recidivism and develop internal behavioral control skills than traditional ‘sanctions’ or ‘punishments’ often fail to achieve. While restorative justice practices have been a part of the criminal justice system for many years, implementation on college campuses has been slow. Student Development is exploring the intersections of our Marianist Charism and the tenants of restorative justice in an effort to expand our programs and achieve life skill learning outcomes as it relates to value congruent behavior and community engagement. This discussion will explore some of the current programs engaging in this work, plans moving forward with restorative justice programs as well as seek the input of faculty who are interested in the implementation of restorative programs on campus.
The Role of Vocational Discernment in Pursuing the Common Good

Marianist Commons | The Role of Vocational Discernment in Pursuing the Common Good | Conversation | Stephen Wilhoit (English) and Elizabeth Montgomery (Campus Ministry)

Vocation can be defined as employing one’s gifts in service for the common good in personally meaningful and satisfying ways. This view of vocation propels us to help young adults, faculty, and staff explore and act on their own life callings. Our session will involve a conversation centered around one question: How can vocational discernment transform lives and help all of us make UD the University for the Common Good?

Utilizing Best Practices of Project Based Learning to Integrate Curriculum and Co-Curriculum

Marianist 206 | Utilizing Best Practices of Project Based Learning to Integrate Curriculum and Co-Curriculum | Conversation-Workshop | Maria Ollier Burkett (University Honors Program)

While project-based learning has been utilized in STEM fields, it is becoming a standard model across disciplines, and can provide an integrating opportunity for curricular and co-curricular experience. This session will provide an introduction to project based learning (the PBL gold standard), and examples of implementation (at different stages) in two signature programs in the University Honors Program: 1. Development of a “legacy project” with a focus on vocation in the Chaminade Scholars program, 2. Development of project with a focus on nutritional security and sustainability in the Global Flyers: India/Dayton program. Participants will have an opportunity to discuss challenges with student projects and explore dimensions of the Project Based Learning gold standard in relation to their teaching and work.

Converting Labs to Take-Home Labs

Marianist 217 | Converting Labs to Take-Home Labs | Workshop | Timothy Reissman (Mechanical Engineering)

This session introduces a new way to conduct laboratories within a course. It teaches the design of student take-home laboratory kit designed to encourage students to perform experiments and engage in hands-on learning both within and outside of the classroom. Lessons will be drawn from a pilot course in the Engineering School taught in Fall 2017.

Is there a Magic Bullet? Developing Undergraduate Research Skills

Marianist 218 | Is there a Magic Bullet? Developing Undergraduate Research Skills | Workshop | Heidi Gauder (Roesch Library)

In order to show evidence of scholarship, undergraduate students are often asked to write research papers that call upon them to demonstrate content knowledge, writing skills as well as an ability to summarize and synthesize outside sources. At what point in their undergraduate careers, however, do students acquire this ability to effectively locate, evaluate and integrate outside sources? Is it prior to starting here, is it during their first year at U.D., or within a particular course related to their major? The ability to conduct research or literature searching is often implicit in scholarship-related outcomes, but the expectation for when or how students acquire such research skills is less clear. This workshop will explore how students at the University of Dayton acquire research skills, and provide faculty with techniques and resources they can use to improve undergraduate research skills.

1:45 – 2:15pm
KU 2nd Floor, LTC Rotunda, and Marianist Hall Alcove

Coffee & Tea Break sponsored by the Office of Experiential Learning
2:15 – 3:05pm
KU, LTC, and Marianist Hall
50-Minute Workshops, Conversations, Demonstrations, and Panel Sessions

KU 311 | Integrating Literacy and STEM for the Common Good | Panel Discussion | Mary-Kate Sableski (Teacher Education), Margie Pinnell (School of Engineering), Todd Smith (Physics), Shannon Driskell (Mathematics)

This panel will be comprised of faculty members from Teacher Education, Engineering, Physics, and Mathematics, discussing the intersection of literacy and STEM learning in an after school program led by undergraduate students from across disciplines. The panelists will discuss how their individual disciplines contributed to the development of STEM modules infused with literacy skills for under-resourced schools. Examples of the STEM/Literacy modules and the unique contributions of the undergraduate students to the success of the modules will be highlighted. Possible application of similar models into other disciplines will be discussed.

KU 312 | What is (or Should Be) the Role of Learning Analytics at UD? | Conversation | Beth Harrison (Learning Teaching Center/Office of Learning Resources)

Learning Analytics is both a new discipline and a new approach to supporting teaching and learning in colleges and universities using so-called “big data.” At this point in time, the discipline includes areas such as learning analytics, learner analytics, predictive analytics, and course or academic analytics. This session will introduce these different types of analytics and their uses in higher education and ask attendees to explore how analytics could or should—or should not—be used in the Marianist context of UD.

KU 313 | Teaching High-Achieving Students: Challenges and Rewards | Panel Discussion | John McCombe (English, University Honors Program), Nicole Adams (English), Samuel Dorf (Music), Laura Leming (Sociology, Anthropology & Social Work), Jacqueline Arnold and Novea McIntosh (Teacher Education)

Faculty across a range of disciplines, from Teacher Education to Music to Sociology, will discuss the challenges and rewards of teaching high-achieving students. Prospective Honors students regularly ask, “What's different about an honors course?” and this session should provide some answers, as well as an opportunity for faculty to reflect on the ways in which to enhance the academic challenge for this student demographic.

KU 331 | Learning Through, For, and With Civic Engagement: the Marianist Way | Conversation-Workshop | Kelly Bohrer (Fitz Center for Leadership in Community)

Fr. Chaminade’s wisdom includes the directive that “new times call for new methods.” This is realized perhaps most tangibly in the work of civic engagement, which by its nature searches for responses to signs of the times, engages with the needs of the community in which one finds oneself, and pushes us to consider the effects of our actions on our global community. Given our Marianist and Catholic identity, we are inspired and challenged to facilitate learning 1) for civic engagement by developing students’ knowledge, skills, and attitudes to be justice-seeking and action-oriented citizens; 2) with civic engagement by developing deeper awareness, analysis, and discernment; and 3) through civic engagement by working for the common good with all of our pursuits (teaching, research, etc.). This session will be a facilitated discussion about learning outcomes, teaching approaches, and resources for educating through, for, and with civic engagement in the Marianist Tradition.
LTC Forum | Problem-Based Learning Through a Transdisciplinary Lens | Conversation-Workshop | Adrienne Ausdenmoore and Brian LaDuca (Institute for Applied Creativity for Transformation)

What does transdisciplinary learning mean? How can we create problem-based learning opportunities across all disciplines that support our commitment to the common good? How do we help our students develop the skills to not only create solutions, but also broaden their perspective on the problem and the people affected? This session will be a hybrid of active, hands-on learning and dialogue; join the IACT team as we work together to explore new methods and apply our efforts for social impact on real-world issues.

LTC Meeting Space | Vocational Development for First Year Students: the Nexus between Student Development and Academic Programs | Panel Discussion | Katie Kinnucan-Welsch, Susan Ferguson, Rochonda Nenonene, Beth Engelhardt (Department of Teacher Education), Elizabeth Montgomery (Campus Ministry), and Christina Smith (Housing & Residence Life)

In the FYE, the residential curriculum focuses on helping students clarify personal values and beliefs, articulate their personal culture and how it interacts with the culture of others, and articulate characteristics of a healthy community. Presenters will share information on how the residential curriculum supports classroom learning. Presenters will share learning objectives and strategies used in monthly community building meetings as well as a description of the check-in chats students have with Resident Assistants in the FYE. Elizabeth Montgomery will share information about the Callings program and other opportunities students have for vocational discernment within Campus Ministry. Presenters from the Department of Teacher Education will briefly share examples of curriculum (readings, video, in-class activities, and assignments) pertaining to vocation discernment in the first year. Attendees will have an opportunity to share their thoughts and experiences.

LTC Studio | Lights, Camera, Better Courses! Modernize Your Teaching with Video | Demonstration | Paul Dagnall (Office of E-Learning)

By 2019, video will be responsible for 80 percent of the world’s internet traffic. Producing video isn’t becoming a new type of literacy. It already is. This session will demonstrate how anyone can produce a variety of videos that will increase student-learning outputs, decrease instructor workload, and create positive connections between faculty and students. The pedagogical application for each methodology will be explained.

LTC Team Space | How Your Students Wished You Used Isidore | Workshop | Julianne Morgan (Office of E-Learning)

Have you ever wondered what students thought of your Isidore course site? During the session, E-Learning staff will share some of the findings from their student think tank and surveys. Participants will learn how students prefer their Isidore courses to be structured as well as guidance on how best to interact with them online.

Marianist Commons | Students as Digital Natives who Support Families and Community Partners | Demonstration | Shauna Adams (Teacher Education), Diane Brogan-Adams (Teacher Education), Gayle Fowler (Pfaces, LLC), Anna Lauterbach and Kelley Murray (Early Childhood Education)

As digital natives, students come to UD with technology literacy that can serve community partners. In EDT 344: Collaborating with Families, Professionals and Agencies, mid-program teacher education students become part of the Family Engagement Collaborative of the Miami Valley. To support professionals who support families in our region, students create web-based tools that reach a local, regional and national audience. They also work with community partners to plan and implement research-supported family engagement practices. This session will include a panel of faculty, students and community partners who will share their experiences with authentic community engaged learning.
Engaging Students with Peer-Instruction | Conversation | Phu H. Phung (Computer Science)

Peer instruction is an evidence-based, interactive teaching method that has been adopted by various disciplines and institutions around the globe. Research has shown that this teaching method has a very positive impact on students' learning. I have used peer instruction in my classes for the last two years at UD and have done experiments on different responsive systems. In this conversation, I will share my experience as well as student feedbacks of peer instruction.

Student Employment as a Transformational Learning Experience: Developing Leaders for the Common Good | Conversation | Mark Hoying and Melissa Longino (Campus Recreation)

Student employment positions have long been associated with phrases such as "work study", "campus job" and even "getting paid to study". Indeed those transactional phrases reflected, perhaps accurately, the relationship between a student who needed to make a bit of money and a campus department that needed a bit of labor. What if we could shift this same relationship from transactional to a transformational experience that develops leaders for the common good? Sure, students learn professional skills, but can we help them understand themselves and the world from a new lens? Using the energetic atmosphere of Campus Recreation as a vehicle, along with a bit of theory, a growth mindset and some intentional learning design we think we can. We think we have. Come along as we explore the untapped transformational opportunities of "student employment."

The Theoretical, Philosophical, and Theological Foundations of a Catholic and Marianist Education for the Common Good | Panel Discussion | Jennifer Speed (Religious Studies and Dean's Office), Dan Thompson (Religious Studies), Kevin Hallinan (Mechanical and Aerospace Engineering), Natalie Hudson (Political Science/ Human Rights Studies), John Mittelstaedt (School of Business)

The panelists seek to fill a knowledge gap within the UD community on the theoretical, philosophical, and theological underpinnings of the idea of the common good in our Catholic and Marianist context. Dr. Speed will offer a brief overview of the medieval foundations of universities (which were Catholic institutions from their beginnings) as an outgrowth of theological and practical considerations in societies that were undergoing major transitions. Dr. Thompson will explore the history and significance of the Catholic Intellectual Tradition for articulating the theoretical and philosophical underpinnings of the idea of the common good. Dr. Hudson and Dr. Hallinan will offer their perspectives on the underpinnings of the idea of the common good in the social sciences and engineering and its meaning for defining our work with students, with our neighbors, and with the global community. Each speaker will offer remarks and pose questions for discussion.

Closing Address: “The Future of Learning at UD”
Dr. Deb Bickford, Associate Provost for Academic Affairs and Learning Initiatives
Reception to Follow
Plenary Speakers

Dr. Hunter Phillips Goodman

“Empowering Students as Servant Leaders and Builders of Community for the Common Good” (9:00 – 9:50am KU Ballroom)

Hunter Phillips Goodman is the Executive Director of the Fitz Center for Leadership in Community (Fitz Center) at the University of Dayton. As Executive Director, Hunter provides strategic leadership for the Center. The Fitz Center is the campus-wide center committed to building community in partnership with our Dayton community, engaging in partnership building, championing applied practical wisdom, and helping students apply their ethical compass for a positive change in our surrounding community. The Fitz Center has three target areas for its work: serving as a connecting point and campus-wide facilitator for neighborhood and community partnerships, leadership development, community-engaged learning and scholarship, and innovative solution-based strategies to meet civic needs through an asset-based approach. She also teaches courses in community building and leadership development.

Hunter believes strongly in the power of community and neighborhoods to make a positive difference in partnership with local universities. Through her research, Hunter explores the partnership led by university presidents and leaders to strengthen their local community near the university and address challenges of education, health care, and economic empowerment. She also focuses on advocacy with the intersection of civic and democratic engagement. Hunter is a proud member of the Presidential Leadership Scholars program’s inaugural class.

Hunter earned her doctoral degree in leadership studies from the University of Central Arkansas and master of education degree from the University of Southern Mississippi. Hunter and husband Mark and son Lowell are proud to call Dayton, Ohio home.

Dr. Bill Trollinger

“Teaching as the (almost) All-Encompassing Craft” (10:30 – 11:20am KU Ballroom)

William Trollinger is Professor of History in the History and Religious Studies Departments, and Director of the Core Program. He grew up in Colorado, and earned his BA in English and History from Bethel College (MN) and his MA/PhD. in History from the University of Wisconsin-Madison. He researches and writes on American evangelicalism, fundamentalism, and the Christian Right. His most recent publications -- which he co-authored with Susan Trollinger (English Department) -- include Righting America at the Creation Museum (Johns Hopkins, 2016) and "The Bible and Creationism," which is included in the Oxford Handbook of the Bible in America (2017). Bill and Sue also blog -- along with Patrick Thomas (English Department) -- at rightingamerica.net.
Dr. Denise James

“Safety over Comfort: Strategies for Creating Spaces to Learn and Teach about Difficult Topics” (12:45 – 1:35pm KU Ballroom)

V. Denise James is Director of the Women's and Gender Studies Program and Associate Professor of Philosophy here at the University of Dayton. She received her B.A. from Spelman College and her M.A. and Ph.D. from Emory University. She won the College of Arts and Science Award for Outstanding Teaching in 2015 and is the former facilitator of the college's Diversity Across the Curriculum workshop. She has published articles about street violence against young women and girls, Black feminist pragmatism, radical social justice theory, and the philosophical significance of the seminal Black feminist thinker Anna J. Cooper. She is at work on a book about the banality of the dying city and geopolitical racism.

List of Presenters

Aaron Witherspoon (9:00-9:50am Collab Roesch Library 1st Floor p.6)
Adrienne Ausdenmoore (2:15-3:05 LTC Forum, p.14)
Allison Leigh (9-10:30 KU Torch Lounge, p.6)
Andrew Lehr (10:30-11:20 Marianist Commons, p.8)
Anna Lauterbach (2:15-3:05pm Marianist Commons, p.14)
Anne Crecelius (10:30-11:20 LTC Team Space, p.7)
Becky Cook (10:30-11:20am LTC Studio, p.8)
Beth Engelhardt (2:15-3:05pm LTC Meeting Space, p.14)
Beth Harrison (10:30-11:20am Marianist 218, 2:15-3:05pm KU 312, p.9,13)
Bill Trollinger (10:30-11:20am KU Ballroom, p.16)
Brian LaDuca (2:15-3:05pm LTC Forum, p.14)
Bro. Raymond Fitz (12:45-1:35pm KU312, p.10)
Bro. Thomas Wendorf, S.M. (8:25-8:30am, KU Ballroom p.3)
Carlos Stewart (12:45-1:35pm LTC Meeting Space, p.11)
Castel Sweet (10:30-11:20am LTC Meeting Space, p.8)
Christina Smith (9:00-9:50am LTC Team Space, 10:30-11:20am Marianist Commons, 2:15-3:05pm LTC Meeting Space, p.5,8,14)
Christine Schramm (9:00-9:50am Marianist 206, 12:45-1:35pm KU311, p.5,10)
Conor Kutner (9:00-9:50am KU 311, p.3)
Dan Thompson (2:15-3:05pm Marianist 218, p.15)
Danielle Page (10:30-11:20am Marianist Commons, p.8)
Danielle Poe (10:30-11:20am Marianist 218, p.9)
Daria Graham (10:30-11:20am Marianist 217, 12:45-1:35pm, KU311, p.9,10)
David Wright (9:00-9:50am LTC Studio, 10:30-11:20am KU 331, p.4,7)
Deb Bickford (10:30-11:20am Marianist 218, 3:15-4:30pm KU Ballroom, p.9,15)
Debra Monk (12:45-1:35pm LTC Team Space, p.11)
Denise James (12:45-1:35pm KU Ballroom, p.17)
Diane Brogan-Adams (2:15-3:05pm Marianist Commons, p.14)
Don Pair (9:00-9:50am KU331, p.4)
Don Vermillion (10:30-11:20am LTC Meeting Space, p.8)
Elizabeth Montgomery (12:45-1:35pm Marianist Commons, 2:15-3:05pm LTC Meeting Space, p.12,14)
Eric F. Spina (8:30-8:50am KU Ballroom, p.3)
Erin Shiner (10:30-11:20am LTC Studio, p.8)
Gayle Fowler (2:15-3:05pm Marianist Commons, p.14)
Heidi Gauder (12:45-1:35pm Marianist 218, p.12)
Hunter Phillips Goodman (9:00-9:50am KU Ballroom, p.16)
Jacqualine Arnold (2:15-3:05pm KU313, p.13)
Jamie Obermeyer (10:30-11:35am KU311, p.7)
Jamie Riley (9:00-9:50am Collab Roesch Library 1st Floor p.6)
Janet Herrelko (10:30-11:20am KU312, p.7)
Jason Demeter (10:30-11:20am LTC Meeting Space, p.8)
Jayne Whitaker (12:45-1:35pm LTC Studio, p.11)
Jerome Yorke (10:30-11:20am Marianist 218, p.15)
Jillian Sandy (9:00-9:50am KU2nd Floor, p.4)
Jim Froelich (10:30-11:20am Marianist Commons, p.8)
Joel Pruce (9:00-9:50am KU312, p.3)
Joel Pruce (10:30-11:20am LTC Team Space, p.11)
John McCombe (2:15-3:05pm KU313, p.13)
John Mittelstaedt (2:15-3:05pm Marianist 218, p.15)
Judith Huacuja (9:00-9:50am LTC Forum, p.5)
Julia Randel (9:00-9:50am LTC Forum, p.5)
Juliane Morgan (2:15-3:05pm LTC Team Space, p.14)
Julie Huckaba (9:00-9:50am KU311, p.3)
Justin Keen (12:45-1:35pm LTC Meeting Space, p.11)
Karlos Marshall (12:45-1:35pm KU311, p.10)
Katie Kinnucan-Welsch (2:15-3:05pm LTC Meeting Space, p.14)
Katie Schoenenberger (9:00-9:50am KU331, p.4)
Kelley Murray (2:15-3:05pm Marianist Commons, p.14)
Kelly Bohrer (10:30-11:20am Marianist 206, 2:15-3:05pm KU331, p.9,13)
Kelly Johnson (9:00-9:50am Marianist 218, p.6)
Kevin Hallinan (9:00-9:50am KU 312, 10:30-11:20am LTC Team Space, 2:15-3:05pm Marianist 218, p.3, 7,15)
Kristen Keen (12:45-1:35pm LTC Meeting Space, p.11)
Laura Leming (2:15-3:05pm KU313, p.13)
Leslie King (10:30-11:20am LTC Meeting Space, p.8)
Lindsay Maxam (9:00-9:50am Marianist 206, p.5)
Logan Cobbs (10:30-11:20am LTC Meeting Space, p.8)
Margie Pinnell (10:30-11:20am Marianist 206, 2:15-3:05pm KU311, p.9, 13)
Maria Ollier Burkett (9:00-9:50am Collab Roesch Library 1st Floor, 12:45-1:35pm Marianist 206 p.6,12)
Marissa McCray (9:00-9:50am KU211, p.3)
Mark Hoving (2:15-3:05 Marianist 217, p.15)
Mary Niebler (9:00-9:50am Marianist 217, p.5)
Mary-Kate Sableski (2:15-3:05pm KU311, p.13)
Matthew Worsham (9:00-9:50am KU331, p.4)
Meg Barkley (9:00-9:50am KU 2nd Floor, p.4)
Megan Nelson (12:45-1:35pm LTC Meeting Space, p.11)
Melissa Longino (2:15-3:05pm Marianist 217, p.15)
Michelle Hayford (9:00-9:50am LTC Forum, p.5)
Michelle Strunks (9:00-9:50am Collab Roesch Library 1st Floor p.6)
Misty Thomas-Trout (12:45-1:35pm LTC Studio, p.11)
Natalie Hudson (2:15-3:05pm Marianist 218, p.15)
Neomi De Anda (9:00-9:50am LTC Meeting Space, p.4)
Nick Cardilino (9:00-9:50am Marianist 217, p.5)
Nicola Work (10:30-11:20am LTC Forum, p.8)
Nicole Adams (2:15-3:05pm KU313, p.13)
Nikeya Sharp (12:45-1:35pm LTC Forum, p.11)
Novea McIntosh (2:15-3:05pm KU313, p.13)
Paul Dagnall (2:15-3:05pm LTC Studio, p.14)
Phu H. Phung (2:15-3:05pm Marianist 206, p.15)
Rachel Carr (10:30-11:20am LTC Meeting Space, p.8)
Robert Wilkens (11:00-1:00pm Kettering Labs 403, p.9)
Rochonda Nenonene (2:15-3:05pm LTC Meeting Space, p.14)
Ross Bales (10:30-11:20am LTC Meeting Space, p.8)
Samantha Kennedy (9:00-9:50am Marianist 217, p.5)
Samuel Dorf (2:15-3:05pm KU313, p.13)
Sandra Yocum (10:30-11:20am KU313 p.7)
Sarah Music (12:45-1:35pm LTC Forum, p.11)
Sean McCarthy (10:30-11:35am KU311, p.7)
Shannon Driskell (2:15-3:05pm KU311, p.13)
Shauna Adams (2:15-3:05pm Marianist Commons, p.14)
Stephen Wilhoit (12:45-1:35pm Marianist Commons, p.12)
Steve Herndon (9:00-9:50am Marianist 218, 10:30-11:20am Marianist Commons, p.6,8)
Steve Kendig (9:00-9:50am KU331, p.4)
Susan Brown: (10:30-11:20am Marianist 218, p.9)
Susan Ferguson (2:15-3:05pm LTC Meeting Space, p.14)
Thomas Morgan (10:30-11:20am Marianist 217, p.9)
Tiffany Taylor Smith (9:00-10:30am KU Torch Lounge, p.6)
Timothy Reissman (12:45-1:35pm Marianist 217, p.12)
Todd Smith (2:15-3:05pm KU311, p.13)
Vernique J. Coleman Stokes (12:45-1:35pm LTC Forum, p.11)
William Coleman (9:00-9:50am Marianist Commons, p.5)

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