EDUCATING THE WHOLE PERSON:

3RD ANNUAL LEARNING & TEACHING FORUM

JANUARY 7, 2020
8:30 AM - 3:30 PM

KENNEDY UNION
UNIVERSITY OF DAYTON

What does it really mean to educate the whole person?
Educating the Whole Person: 2020 Learning Teaching Forum
January 7, 2020, 8:30 a.m. - 3:30 p.m.
Kennedy Union, University of Dayton

Program & Schedule of Events

8:30 a.m. - KU 2nd Floor Lounge
Registration and Refreshments

8:50 a.m. - KU Ballroom
Welcome, Announcements, and Opening Blessing

9:00 a.m. - 9:50 a.m. - KU Ballroom
Dialogue: Integrating Academic Affairs and Student Affairs in the Education of the Whole Person
In this moderated informal dialogue, the discussants, Steve Herndon and Corinne Daprano, will explore the education of the whole person from each of their perspectives and from an integrated one. Attendees are asked to select concurrent sessions that will allow them to further explore ideas and perspectives that came to mind during the dialogue.

9:50 a.m. - 10:20 a.m. - KU Ballroom
Presentation and Remarks Honoring the 20th Anniversary of the Ryan C. Harris Learning Teaching Center

CONCURRENT SESSIONS 1: 10:30 a.m. - 11:20 a.m.
KU 207, 331, 222, 310: Vocation, Advising, and Mentorship
KU 211, 311, 312: Crossing Boundaries and Intersectional Learning
KU 2nd Floor Lounge: Forum Conversations and Coffee - Informal Meeting Space

CONCURRENT SESSIONS 2: 11:30 a.m. - 12:20 p.m.
KU 207: Assessment of Learning
KU 211, 222, 310, 311: Universal Learning and Learners
KU 312: Practical Wisdom
KU 331: Global and Intercultural Learning
KU 2nd Floor Lounge: Forum Conversations and Coffee - Informal Meeting Space

12:30 p.m. - 1:30 p.m. KU Ballroom
**LUNCH: “Learning at UD: the Student Perspective” Video & Dialogue**

**CONCURRENT SESSIONS 3: 1:40 p.m. - 2:30 p.m.**
KU 207, 211, 222: Experiential Learning: Diverse Pedagogical Approaches
KU 310, 311, 312: Gender, Intersectionality, and Inclusivity
KU 331: Leadership and the Common Good
KU 2nd Floor Lounge: Forum Conversations and Coffee - Informal Meeting Space

**CONCURRENT SESSIONS 4: 2:40 p.m. - 3:30 p.m.**
KU 207, 211, 222, 310: Diversity and Community
KU 311, 312: Mental Wellness and Physical Wholeness
KU 331: Teaching Fellows Gathering
KU 2nd Floor Lounge: Forum Conversations and Coffee - Informal Meeting Space

______________________________________________________________________________________________

**CONCURRENT SESSIONS 1: 10:30 a.m. - 11:20 a.m.**
**TRACK: Vocation, Advising, and Mentorship (KU 207, 331, 222, 310)**
(KU 207) The Modern Approach to Engage College Students in a Mentorship Program
*Peter J. Titlebaum, professor, Department of Health and Sport Science
*Maria Horrigan, graduate assistant, Department of Health and Sport Science
This study addresses the mentorship relationship. Research exists on the benefits gained from a mentorship program. However, there is minimal literature examining the depth and development of the relationship that forms throughout the mentorship process. This pilot study investigated affiliates of UD in various capacities.
(KU 331) Advising the Whole Person: Perspectives on the Impact of Advising Relationships
*Aaron Witherspoon, director of University advising initiatives, Division of Academic Affairs and Learning Initiatives
*Heather Parsons, coordinator of advising and departmental initiative, Department of Communication
*Stephen Wilhoit, professor, Department of English; director of faculty career enhancement,
*Cynthia Payne, assistant director for academic success, Multi-Ethnic Education and Engagement Center,
*Heather Schieman, assistant director for student services and outreach, Office of Education Abroad
*Liz Mancini, student success, School of Engineering
*Jamie Riley, assistant director, undergraduate advising office, School of Business Administration
This session will focus on how academic advising can be a transformative experience for students. The Academic Advising Task Force (AATF) report affirmed the university’s position that academic advising is an experience that should be based on assisting students in finding their vocation. Panelists will speak about how they have had positive interactions and strategies while working with students.

(KU 222) Vocational Reflection on Immersion: A Quest for Purpose
*Maria Ollier Burkett, assistant director, programs coordination, University Honors Program
*Kelly Bohrer, director of community relations, School of Engineering
*Mary Niebler, coordinator of cross-cultural immersions, Center for Social Concern
*Castel Sweet, coordinator of community-engaged learning and scholarship, Fitz Center for Leadership in Community
*Matthew Witenstein, assistant professor, School of Education & Health Sciences
A common thread among the collaborators for this presentation is working with transformative student immersion experiences. Through a vocational mini-grant, our team developed curriculum to enhance and develop students’ conceptions of vocation in light of their summer immersive experiences. In this workshop, participants will have the opportunity to engage in some of the reflection activities used, interact with and learn about the design of the curriculum, and take away a deeper appreciation of integrating vocation with experiential learning as part of a community of learners.
The Marianist Educational Kaleidoscope

* Savio Franco, Association of Marianist Universities and other Marianist entities across the United States

Here, I demonstrate a conversational backdrop called "The Marianist Educational Kaleidoscope," which I have developed and used several times with educators and students at Marianist institutions. This exercise ties well with the recently published 2019 edition of Characteristics of Marianist Universities and the Learning Teaching Forum’s theme of educating the whole person.

TRACK: Crossing Boundaries and Intersectional Learning (KU 211, 311, 312)

(KU 211) Work In Progress: Integrating Engineering Students’ Learning in Professional Communication

* Patrick W. Thomas, associate professor and director of undergraduate studies, Department of English
* Jacob Cress, assistant professor, Department of Engineering Management, Systems and Technology

This session stems from a current collaboration between faculty in the Departments of Engineering Management, Systems, & Technology and English in which we gather insights from industry partners to develop integrated professional communication activities for engineering curricula. Recognizing the centrality of communication both in technical fields and in developing students’ social, cultural, and professional worlds, our project aims to move beyond oversimplified “hard” (technical) and “soft” (humanistic) skill binaries to consider how a holistic approach to students’ professional development can be imbedded into STEM courses. To do so, we provide a demonstration of model assignments that integrate technical coursework and professional communication which draws upon interviews with industry partners and input from engineering faculty.

(KU 311) The Power of Collaboration: Cross-Boundary Contributions to Students’ Holistic Success

* Dorothy Mensah-Aggrey, administrative specialist, curriculum design and adult catechesis, Institute for Pastoral Initiatives

Cross boundary and collaborative education have existed in the past. The University of Dayton’s attempt to reignite these concepts of education is in line with its Catholic Marianist identity. Education can be achieved in silos or collaboration of various entities on campus, both face-to-face and in current times, online as well. This presentation will offer ways in which the Institute for Pastoral Initiatives has in the past achieved collaboration with other departments on campus, and how this can be done across the board for maximum student development.
Easing the Uncertainty: Discover Arts Students Find Clarity through Core Program’s Interdisciplinary Learning

* Marissa McCray, Core program and humanities visibility coordinator; academic advisor, College of Arts and Sciences

Many students who begin their college career without a declared major often lack direction and struggle with the meaning of seemingly unrelated general education courses. Many also grapple with links between academic disciplines, careers, and broader life pursuits. This informative session presents research findings about how the Core Integrated Studies Program influenced Discover Arts students’ academic major selections and sense of vocation. The study examined a cohort of juniors who began Core as Discover Arts and who were interviewed one month after completing the program. The study’s implications suggest interdisciplinarity positions Discover Arts students for increased academic and vocational clarity by providing meaningful pathways that holistically equip students to lead engaged, purposeful lives.

CONCURRENT SESSIONS 2: 11:30 a.m. -12:20 p.m.

TRACK: Assessment of Learning (KU 207)

(KU 207) Calling All Students? Assessment of Students Enrolling in ETHOS Immersions, Semester of Service, and the Inside-Out Prison Exchange Program

* Kelly Bohrer, director of community relations, School of Engineering
* Malcolm Daniels, ETHOS Center director, School of Engineering
* Molly Malany Sayre, assistant professor, Department of Sociology, Anthropology and Social Work
* Castel Sweet, coordinator of community-engaged learning and scholarship, Fitz Center for Leadership in Community

Nearly 150 students have enrolled in ETHOS Immersions, Semester of Service, and the Inside-Out Prison Exchange Program since the Spring 2018 semester, the beginning of the assessment period. In this session, presenters will discuss findings of comparisons of students enrolling in these community-engaged learning (CEL) courses to control groups. We will invite reflection on the role of CEL in holistic education and have a conversation about the implications of our findings on the university’s success in educating the whole person.
TRACK: Universal Learning and Learners (KU 211, 222, 310, 311)

(KU 211) Building Bodies, Building Minds
* Lis Regula, lecturer, Department of Biology
Majors level Human Anatomy has long been taught as a gatekeeping class for medical schools of graduate schools, and has been highly professionalized due to this. It has also been constructed historically in a very hierarchical paradigm that has multiple oppressions supporting both the study of anatomy and the anatomy classroom. This talk will present ways to bring in social justice, the arts, and physical activity to teach anatomy better and to help students learn anatomy at a level higher in Bloom’s taxonomy.

(KU 222) Social and Emotional Learning: Educating the Whole Person in the University Classroom
* Colleen E. Gallagher, assistant professor, Department of Teacher Education
* Rachel M. B. Collopy, associate professor, Department of Teacher Education
* Rochonda Nonenene, assistant professor, Department of Teacher Education
* Mary Kay Kelly, associate professor, Department of Teacher Education
Social-emotional competencies are associated with increases in college students’ engagement in learning, ability to handle stress, capacity for problem solving, retention, and academic achievement. Our department is in the third year of embedding the development of students’ social-emotional competencies throughout our degrees programs using the Social Emotional Dimensions of Teaching and Learning and Culturally Responsive Teaching framework. Unlike other models for social-emotional competence, this one is nested specifically within teaching and learning, takes culture into account, and is practical and actionable. Participants will leave the session with an understanding of the social-emotional dimensions of teaching and learning and several strategies they can infuse into their own university teaching.

(KU 310) Feeling Climate Change: Engaging Students’ Emotions and Developing Empathy in the Classroom
* Anya Galli Robertson, assistant professor, Department of Sociology, Anthropology, & Social Work
Students have strong, and often conflicting, emotional responses to the problem of climate change. At the same time, educators often shy away from the topic climate change out of a desire to protect our students from distressing emotions such as anxiety, fear, and frustration. This presentation will include an overview of the research on the relevance of emotion in how students and educators think and talk about climate change and will provide attendees with concrete ideas about how they can engage students in meaningful self-reflection and empathy-building around this topic.
(KU 311) Thinking Differently: Strategies for Understanding and Addressing Challenging Behaviors in Students with Autism Spectrum Disorders

*Deanna Arbuckle, Disability Services and Assistive Technology Coordinator, Office of Learning Resources
*John Potter, Access Coordinator, Office of Learning Resources

Join OLR in a discussion focused on understanding and addressing challenging behaviors of some students with Autism Spectrum Disorder (ASD). While OLR will provide some discussion topics, participants are encouraged to bring examples from their own interaction with students.

TRACK: Practical Wisdom (KU 312)

(KU 312) Bringing Practical Wisdom to the Classroom

* Steve Bein, associate professor, Department of Philosophy
* Mary-Kate Sableski, associate professor, School of Education and Health Sciences

This workshop is for faculty from any discipline who want to bring the Practical Wisdom SLO into their classes. The goal is to leave the session with a practical activity or lesson plan specific to your field and your students.

TRACK: Global and Intercultural Learning (KU 331)

(KU 331) Conversations on 'The World in the Classroom and the Classroom in the World'

* Sister Laura Leming, F.M.I., professor and former chair, Department of Sociology, Anthropology and Social Work
* Andy Zavakos, lecturer, Department of Management and Marketing

Global learning is such an important focus at UD but is sometimes difficult to operationalize. This conversation will focus on practical learnings and strategies from bringing the world into the classroom and for taking the classroom into the world. The three conversation leaders, from both CAS and SBA have had many opportunities to accompany UD students abroad and teach international students. While a starting point will be the leaders’ experiences in India, China, Ghana, Togo, Italy and at the Mexico/US border, we hope attendees will share their experiences and most effective practices for encouraging global citizenship.
12:30 - 1:30 p.m.
Lunch: “Learning at UD: the Student Perspective” Video and Dialogue with the Office of Experiential Learning & Student Success and Persistence Team

CONCURRENT SESSIONS 3: 1:40 p.m. - 2:30 p.m.
TRACK: Experiential Learning: Diverse Pedagogical Approaches (KU 207, 211, 222)
(KU 207) Escape Rooms: Experiential Learning in the (French) College Classroom
* Nicola Work, associate professor of French, Department of Global Languages and Cultures
Can you make a college class for example Francophone literature or French Conversation fun and relevant while being in a classroom? Can you engage students in hands-on activities that in addition to reinforcing the subject matter encourage critical thinking, teamwork, and communication skills? Absolutely. Say hello to Escape Rooms - group adventure games in which participants use elements in a locked room to solve riddles and puzzles with the goal of unlocking the room within a set amount of time. A behind-the-scenes look will demonstrate step-by-step how to develop successful Escape games for any college class (and any content) and how to effectively implement them.

(KU 211) Hidden Gems: a Presentation of a Recent Chaminade Scholars Legacy Project (Class of 2019)
* Maria Ollier Burkett, assistant director, programs coordination, University Honors Program
* Elizabeth Montgomery, campus minister for Christian leadership and vocation
* Sandra Yocum, University Professor of Faith and Culture
* Representative from the Class of 2019 or a current fifth-year member of the cohort
“Hidden Gems” is a broader sharing of the Chaminade Scholars, class of 2019 cohort’s legacy project (funded by a VIT Vocation mini grant, 2018-19). Session attendees can participate in a vocation “story walk” similar to an event in which Chaminade Scholars unveiled their “Hidden Gems.” Faculty and Staff connected with the CS Program will 1. share an overview of the CS curriculum and examples of experiential learning components and 2. introduce the 2019 CS Legacy Project. Session Participants will experience “Hidden Gems” with heads, hands and hearts by reading some of the vocation stories, reflecting on
the stories through written reflection/feedback, and through conversation(s) with other session participants

(KU 222) Diverse Pedagogical Approaches to EL: Multidisciplinary Case Studies, Reflections, and Strategies - Hands-on Workshop with UD Authors of Experiential Learning Book
*Karen Velasquez, director, Office of Experiential Learning
*Theo Majka, professor, Department of Sociology, Anthropology, and Social Work
This session will be a hands-on workshop with authors of a forthcoming volume about experiential learning at UD edited by Karen Velasquez, Director of Experiential Learning. Presentation includes dialogue about doing and teaching EL with UD students. Participants will also engage in concept-mapping of their educational journeys, including memorable experiential learning experiences in their lives. These will provide background for conversation about experiential learning themes in the edited collection, Diverse Pedagogical Approaches to EL: Multidisciplinary Case Studies, Reflections, and Strategies.

TRACK: Gender, Intersectionality, and Inclusivity (KU 310, 311, 312)
(KU 310) Creating Inclusive Community at the University of Dayton
* Castel Sweet, coordinator of community-engaged learning and scholarship, Fitz Center for Leadership in Community
* Thomas Morgan, associate professor, Department of English; director of race and ethnic studies program
The Creating Inclusive Community initiative is in its sixth year at UD. It was established to foster productive dialogue around social justice, intersectionality, 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. We would like to share our experiences over the last five years, and encourage attendees to join us in the work that we are doing to foster inclusive excellence and build community on campus.

(KU 311) Inclusive Pedagogy in the Face of Implicit Bias: Critical Conversations on Educating the Whole person in the STEM Discipline
* Sandra Furterer, associate professor and associate chair, Department of Engineering Management, Systems and Technology
* Yvonne Sun, assistant professor, Department of Biology
* Kellie Schneider, associate professor, Department of Engineering Management, Systems and Technology
Percentages of women and underrepresented minorities within STEM faculty still lag behind the overall population percentages. This workshop will provide the opportunity to continue the conversations from last year’s LTC Forum, where we engaged in critical conversations related to patterns of implicit biases including: Prove-it-again, Tightrope, Maternal Wall, and Tug of War. After a brief overview of the implicit biases that impact diversity and inclusion, we will discuss challenges for STEM faculty and collectively develop strategies that can enhance inclusivity for Faculty in the STEM fields.

(KU 312) Gender, Intersectionality and Representation: Advancing Student Learning through Data Reporting
* Lisa J. Borello, director, Women’s Center
* Mary McLoughlin, undergraduate research assistant, Women’s Center
* Josh Segalewitz, undergraduate research assistant, Women’s Center
This session focuses on the conceptualization and development of the inaugural Status of Women at the University of Dayton Report Card. Created by professional and student staff in the Women’s Center, the report card utilizes institutional data to track the representation of women across the UD workforce. While the project focuses on staff and faculty, it also serves as a powerful experiential learning opportunity for undergraduate student research assistants who were challenged with researching, designing and executing this project over the course of a year. In exploring the intersections of identity and gendered differences in leadership attainment, the project team also sought to utilize data to advance the Marianist mission of the university.

TRACK: Leadership and the Common Good (KU 331)
(KU 331) Developing Leaders for the Common Good
* Madeline Weiler, leadership program manager, University of Dayton Center for Leadership
* Brent Kondritz, executive director, University of Dayton Center for Leadership
According to Jack Zenger, a leadership consultant and researcher, people are not receiving leadership training until the age of 42, even though the expectation is that they get leadership training in their 20's! UDCL is committed to closing this gap by providing timely leadership development to students, staff and faculty alike. While leadership development is often regarded as being only for those with management status, The University of Dayton's Catholic Marianist mission calls for all of us to demonstrate the qualities of a great leader. In order to develop student leaders for the common good, faculty and staff must be willing to model these same leadership behaviors. The Center for Leadership is a campus resource committed to collaborating across the University to provide meaningful development opportunities to students, faculty, and staff.
CONCURRENT SESSIONS 4: 2:40 p.m. - 3:30 p.m.

TRACK: Diversity and Community (KU 207, 211, 222, 310)

(KU 207) Whose Community? The Problem of Community as a Learning Goal at the University of Dayton
* Steve Herndon, assistant vice president for student development and executive director of housing and residence life.
* Kelly S. Johnson, Father William J. Ferree Chair of Social Justice in the religious studies department.

Community is at the core of the University's Catholic and Marianist identity, and President Spina’s inaugural address on UD as a “university for the common good” offered a profound re-commitment to building and enhancing community on campus, in the broader Dayton region, and beyond. While community is vital to our identity, a careful look at our varied uses of and appeals to "community” actually reveals wide divergences in our understandings of it. The co-authors of a white paper on the Institutional Learning Goal of Community will present key findings and recommendations from their process, with particular focus on questions of justice, the meaning of “community” for the classroom, and the divide that exists between faculty and staff in the implementation of community. Attendees will prioritize, refine, and propose recommendations for better integration of the Learning Goal.

(KU 211) Educating the Whole Person...Including their Biases: Student Responses to Black and White Professors
* Daria-Yvonne Graham, associate dean of students and executive director of the Multi-Ethnic Education and Engagement Center
* Leslie Picca, professor, Department of Sociology, Anthropology and Social Work

Two faculty teaching the same course, Racial & Ethnic Relations, using the same readings and lecture material, yet received very different student responses. The main difference? The race of the professor. In this session, we explore the implicit and explicit biases in the classroom, and the implications for these biases. We also examine what the University of Dayton can do to address racial bias in teaching assessment, from raising awareness (for hiring, promotion, and retention) to reconceptualizing how we assess teaching.

(KU 222) Community Engagement and the Equity Compliance Office: Unpacking Your Role, Your Experiences, and Your Community
* Jordyn Baker, case manager, Office of Equity Compliance
* Tanya Pinkelton, civil rights investigator, Office of Equity Compliance
When you think ECO, do you think “Ugh not them again?” Then, come talk to us! This presentation will engage participants to better understand the work of the Equity Compliance Office on campus while unpacking and demystifying stigma, cultural influences, and assumptions about sexual misconduct and bias-related incidents. Participants will have the opportunity to candidly discuss personal and cultural understandings of the Nondiscrimination and Anti-harassment Policy at UD and its impact on the campus community and their work.

(KU 310) Diversity and Social Justice Institutional Learning Goals
* Jason Combs, Department of Communication and Dialogue Zone Coordinator
* Erin Gibbemeyer, Department of Chemical and Materials Engineering
* Tom Morgan, race and ethnic studies program
* Castel Sweet, coordinator of community-engaged learning and scholarship, Fitz Center for Leadership in Community
* Jivanto van Hemert, housing and residence life, Division of Student Development
* Matthew Witenstein, Department of Educational Administration

During the summer of 2019, the Common Academic Program, the Office of Diversity and Inclusion, and the College of Arts and Sciences convened a group of transdisciplinary faculty and staff to serve as Diversity and Social Justice Curriculum Fellows. As a group, our goal was to provide clarity regarding the Diversity and Social Justice Component of the Common Academic Program specifically, and the larger Institutional Learning Goals (ILGs) generally, that are connected to the experiences of all undergraduate students at this university. We would like to share the work we completed over the summer, and encourage attendees to join us in providing input on their experience with the Diversity and Social Justice CAP component and the Diversity Institutional Learning Goal. Incorporating the understanding and pursuit of diversity and social justice both curricularly and co-curricularly we will be able to better support our mission to educate the whole person.

TRACK: Mental Wellness and Physical Wholeness (KU 311, 312)
(KU 311) Seeing the Global Physical Context of Wholeness
* Hamid Rafizadeh, adjunct professor, Department of Engineering Management Systems & Technology

The pursuit of the whole person through models like 3H (head, heart, hands) may miss a critical physical aspect within which the wholeness develops and exists. One such aspect originates at the earth’s two versions. Humankind has a good understanding of one version and little if any of the second. Such lack of knowledge would adversely affect the development and maintenance of human wholeness. This proposal considers a workshop at the 2020 Learning and Teaching Forum to address this knowledge deficiency in
University of Dayton’s community through participative knowledge processing and systems thinking.

(KU 312) Stop Telling Students to Leave Their Problems at the Door
* Michael B. Key, learning initiatives coordinator, Office of Learning Resources
Working with students who are on academic probation, I often hear that they feel there is nowhere for them to go in order for them to feel whole. They state instructors and supervisors says things like “leave your problems at the door” or “I’m not your therapist.”
Our students internalize these messages by believing their identity as a learner is completely separate from their identity as a human being. I hope this presentation will illustrate that no instructor needs a counseling degree or to sit in a drum circle to effectively engage their students in the material they are teaching. Participants will see how parallel higher learning is to personal development. By allowing participants to bring their troubles into the session and naming them, I will demonstrate that their short, private reflection lays down the foundation for them to integrate what is being taught with both their personal and professional lives.

TRACK: Teaching Fellows Gathering (KU 331)
(KU 331) Teaching Fellows Mini-Reunion: Join Us and Share Your Insights
* Susan Brown, director of faculty development and communication coordinator, Learning Teaching Center
* Rachel Normile, Coordinator, Office of Faculty and Leadership Development, Learning Teaching Center
* Julie Simon, lecturer, Department of Mathematics
* Saverio Perugini, associate professor, Department of Computer Science
* Sam Wallace, professor, Department of Communication
* David Wright, director of academic technology and curriculum innovation, UDit; associate professor, Department of Biology
Teaching Fellows launched in 1986-87 and has seen 443 go through – not including this year's 17 Fellows. This session is an opportunity for previous Teaching Fellows to come together and share significant insights into their teaching practices. Those who haven’t been in TF are welcome, also.