Nineteenth International Conference on

THE FIRST-YEAR EXPERIENCE®

JULY 24 - 27, 2006
TORONTO, ONTARIO, CANADA

sponsored by
National Resource Center for
The First-Year Experience &
Students in Transition
University of South Carolina
USA

coop-hosted by
Tamagawa University
Japan
University of Teesside
United Kingdom
University of Toronto
Canada
York University
Canada

PROGRAM
THE FIRST-YEAR EXPERIENCE is a service mark of the University of South Carolina. A license may be granted to registered conference attendees and others upon written request to use the term or THE FIRST-YEAR EXPERIENCE in association with educational programmatic approaches to enhance the first year developed as a result of participation in this conference series. This license is not transferable and does not apply to the use of the service mark in any other programs or on any other literature without the written approval of the University of South Carolina.

The University of South Carolina provides equal opportunity and affirmative action in education and employment for all qualified persons regardless of race, color, religion, sex, national origin, age, disability, or veteran status. The University of South Carolina System has designated as the ADA Title II, Section 504 and Title IX coordinator the Executive Assistant to the President for Equal Opportunity Programs. The Office of the Executive Assistant to the President is located 1600 Hampton Street Annex, Columbia, South Carolina; telephone (803) 777-3854.
Dear Conference Delegates,

The staff of the National Resource Center for The First-Year Experience & Students in Transition at the University of South Carolina is delighted that you have chosen to join us at this year’s International Conference on The First-Year Experience. We are pleased to be joined in hosting this conference by the University of Toronto, York University, University of Teesside and Tamagawa University. All of us welcome you to Toronto.

We take pride in hosting educationally productive and personally inspiring conferences that create a warm community among delegates, presenters, and exhibitors. The conference committee has planned an outstanding program of preconference workshops, plenary addresses, concurrent, poster, institutional initiative sessions, and roundtable discussions as well as a showcase of initiatives on the University of Toronto campus. The conference schedule is designed intentionally to facilitate networking among all participants. Several social events are scheduled to enhance your conference experience. We hope that throughout the conference you will take every opportunity to make new friends and colleagues from around the world. Delegates at the conference come from 18 countries, so you should be able to learn a great deal about the first-year experience in a variety of cultures. We encourage you to discuss current trends and issues, discover more about first-year students, and learn from your fellow delegates about cutting edge programs and initiatives.

We hope that you will actively pursue opportunities for both professional and personal enrichment during the next few days. Please do not hesitate to contact us at the conference registration desk if you have any questions or concerns during the conference. Those of us on the conference planning staff look forward to meeting you and working with you while here in Toronto at the conference, and in the future. Enjoy your time here!

Sincerely,

Mary Stuart Hunter
Director
National Resource Center for The First-Year Experience & Students in Transition
SCHEDULE OF EVENTS

MONDAY, JULY 24, 2006
7:30 am – 9:00 am  Continental Breakfast for Preconference Workshops
7:30 am – 6:00 pm  Conference Registration
9:00 am – 5:00 pm  Preconference Workshops
12:00 noon – 1:00 pm  Lunch
1:00 pm – 5:00 pm  Hospitality Desk
5:15 pm – 6:30 pm  Opening Session with Keynote Address
6:30 pm – 7:30 pm  Opening Reception
7:30 pm – 9:00 pm  Opening Banquet

TUESDAY, JULY 25, 2006
7:00 am – 8:30 am  Continental Breakfast
7:30 pm – 5:00 pm  Hospitality Desk
7:30 am – 6:00 pm  Conference Registration
7:45 am – 9:15 am  Primer for First-Time Attendees
8:15 am – 9:15 am  Conference Sessions
9:15 am – 9:30 am  Morning Break
9:30 am – 10:30 am  Conference Sessions
10:45 am – 11:45 am  Roundtable Discussions
12:00 noon – 1:45 pm  Colleague Cluster Luncheon with Plenary Address
2:00 pm – 3:00 pm  Conference Sessions
3:00 pm – 3:15 pm  Afternoon Break
3:15 pm – 4:15 pm  Conference Sessions
4:30 pm – 6:00 pm  International Higher Education Session
6:15 pm – 7:15 pm  Informal Gathering for Canadian Delegates
Dinner on Your Own

WEDNESDAY, JULY 26, 2006
7:00 am – 8:30 am  Continental Breakfast
7:30 pm – 5:00 pm  Hospitality Desk
7:30 am – 5:30 pm  Conference Registration
8:00 am – 9:00 am  Conference Sessions
9:15 am – 10:15 am  Conference Sessions
10:15 am – 10:30 am  Morning Break
10:30 am – 11:30 am  Conference Sessions
11:45 am – 1:15 pm  Lunch with Poster Sessions
1:30 pm – 2:30 pm  Conference Sessions
2:45 pm – 3:45 pm  Conference Sessions
3:45 pm – 4:00 pm  Afternoon Break
4:00 pm – 5:00 pm  Afternoon Plenary Address
5:30 pm – until  Showcase of Initiatives - sponsored by the University of Toronto
Dinner on Your Own

THURSDAY, JULY 27, 2006
7:00 am – 8:30 am  Continental Breakfast
7:30 pm – 12:00 noon  Hospitality Desk
7:30 am – 12:00 noon  Conference Registration
8:15 am – 9:15 am  Conference Sessions
9:15 am – 9:30 am  Morning Break
9:30 am – 10:30 am  Conference Sessions
10:45 am – 11:45 am  Conference Sessions
12:00 noon – 12:30 pm  Closing Town Meeting
# Table of Contents

## General Information
- Welcome ........................................................................................................... 4
- Goals of the Conference .................................................................................. 4
- Format of Conference ...................................................................................... 4
- Hotel Map .......................................................................................................... 4
- Registration Information .................................................................................. 4
- Message Board ................................................................................................ 4
- Parking ............................................................................................................... 4
- Session Formats ................................................................................................ 4
- Hospitality Desk ............................................................................................... 4
- Copies, Faxes, Shipping ................................................................................... 4
- No-Smoking Policy ........................................................................................... 5
- Cell Phone Usage ............................................................................................ 5
- Continuing Education Units ............................................................................ 5
- Conference Evaluations .................................................................................. 5
- Session Handouts ............................................................................................ 5

## Sponsoring Institutions & Co-Hosts ................................................................. 6

## Exhibitor Information ....................................................................................... 7

## Staff Roster ....................................................................................................... 8

## Opening Events * Monday, July 24, 2006
- Continental Breakfast for Preconference Workshop Participants .................. 9
- Preconference Workshops ................................................................................ 9-10
- Opening Session & Keynote Address ............................................................... 10
- Opening Reception .......................................................................................... 10
- Conference Banquet ........................................................................................ 10

## Events * Tuesday, July 25, 2006
- Continental Breakfast ...................................................................................... 11
- Primer for First-Time Attendees ..................................................................... 11
- Conference Sessions ....................................................................................... 11-17
- Colleague Cluster Luncheon with Plenary Address ........................................ 18
- Conference Sessions ....................................................................................... 18-22
- Interactive Session on International Higher Education ................................. 22
- Informal Gathering for Canadian Delegates .................................................. 22

## Events * Wednesday, July 26, 2006
- Continental Breakfast ...................................................................................... 23
- Conference Sessions ....................................................................................... 23-29
- Lunch with Poster Sessions .......................................................................... 29-34
- Conference Sessions ....................................................................................... 34-38
- Afternoon Plenary Address ............................................................................ 38
- Showcase of Initiatives .................................................................................... 39

## Events * Thursday, July 27, 2006
- Continental Breakfast ...................................................................................... 40
- Conference Sessions ....................................................................................... 40-45
- Closing Town Meeting .................................................................................... 45

## Institutional Statements .................................................................................. 46-54

## Index of Presenters ......................................................................................... 55-59

## Notes ............................................................................................................... 60-62
WELCOME
Welcome to the 19th International Conference on The First-Year Experience. This conference is designed with a setting and structure that is intended to be as professionally enriching as it is individually pleasurable. We hope this will be an exciting conference for you. If the conference staff can assist you, please contact us.

At time of printing, conference delegates registered represent the following countries:
- Australia
- Canada
- Jamaica
- Japan
- Kuwait
- Latvia
- Mexico
- New Zealand
- Scotland
- People's Republic of China
- South Korea (Republic of Korea)
- Sweden
- United Arab Emirates
- United Kingdom
- United States
- South Africa

GOALS OF THE CONFERENCE
The International Conference on The First-Year Experience is designed to examine programs and initiatives, as well as research results that are helping students in the first college year adapt to higher education and become more successful in their learning. The conference objectives include:
- Providing information on successful and innovative programs that are helping to attract and retain students.
- Encouraging the development of working partnerships/collaborations among academic administrators, student support administrators, and faculty.
- Learning about supplemental programs that focus on the development of the first-year student.

FORMAT OF CONFERENCE
All conference sessions will be held at the Toronto Marriott Downtown Eaton Centre. On page two of the program is a complete conference schedule listing all session times, as well as the conference banquet, breakfasts, lunches, refreshment breaks, and other conference events.

HOTEL MAP
The layout of the meeting rooms at the Toronto Marriott Downtown Eaton Centre is located on the back cover of the program.

REGISTRATION INFORMATION
The Conference Registration/Information table will be located in the Grand Ballroom Foyer. The staff of the National Resource Center for The First-Year Experience and Students in Transition will be available to assist you during the following times:
- Monday, July 24, 2006 7:30 am - 6:00 pm
- Tuesday, July 25, 2006 7:30 am - 6:00 pm
- Wednesday, July 26, 2006 7:30 am - 5:30 pm
- Thursday, July 27, 2006 7:30 am - 12:00 noon

MESSAGE BOARD
There will be a message board near the Conference Registration table. Because it is impossible for the conference staff to know where a particular delegate is at any given time, we ask that you check the board periodically for important general or personal messages.

PARKING
Toronto Marriott Downtown Eaton Centre offers valet parking 24 hours a day for all hotel guests at a rate of $24.00 for 24 hours. Self-parking is also available at the hotel at a rate of $19.00 per day. Both offer in and out privileges.

SESSION FORMATS
The sessions presented at this conference are in four formats. The alpha designation with the session number indicates the session type.
- Concurrent Sessions (C)
  These sessions allow for formal presentation and discussion and address emerging trends, broad concepts, and current topics.
- Institutional Initiative Sessions (I)
  Institutional Initiative sessions address and highlight specific programs/initiatives in place on a particular campus.
- Roundtable Discussions (R)
  Roundtable sessions promote open discussion around a specific topic or theme. Session facilitators will encourage and maintain substantive discussion.
- Poster Sessions (P)
  Poster sessions will be presented in the form of an exhibit and delivered primarily through the use of visual display and handout materials. The poster session host will make brief remarks, share information, and answer questions.
- Exhibitor Presentations (E)
  These sessions allow conference exhibitors to showcase products and share information on services provided by the company/organization.

HOSPITALITY DESK
The Hospitality Desk will be located in the Carleton Room and will be staffed during most conference hours, July 24-27, 2006. The desk will be staffed by persons familiar with the Toronto area. Conference participants will be able to obtain information on restaurants and area attractions.

COPIES, FAXES, SHIPPING
Copying, faxing, and shipping needs can be met at Toronto Downtown Marriott Eaton Centre. Located on the second floor. Services include hi-speed internet access, computer rental, office supplies, and much more. The hours of operation for the Business Center are 6:30 a.m. – 11:00 p.m. daily.
NO-SMOKING POLICY
The conference organizers request careful observance of a no-smoking policy in the meeting rooms and dining areas. We enforce this rule because of the health risks associated with passive exposure to cigarette smoke.

CELL PHONE USAGE
The conference organizers request that all cell phones are turned to silent or off while attending sessions.

CONTINUING EDUCATION UNITS
In order to meet continuing professional development needs and certification requirements, CEU credits are available to International FYE conference participants. Applicants, upon completion of the conference and submission of the registration form, will receive a Certificate of Participation from the Division of Continuing Education at the University of South Carolina.

A maximum of 2.6 CEUs (26 clocked hours) may be earned. If you are interested in obtaining credit, stop by the conference registration table by noon on July 27, 2006.

CONFERENCE EVALUATIONS
Individual Session Evaluation Forms will be distributed and collected in each session by the presenter. Presenters please bring session evaluations to the conference registration desk in the Grand Ballroom Foyer and copies of evaluations may be picked up a couple of hours following your presentation.

An Overall Conference Evaluation Form will be available to complete online after the conference. When you return to your campus, please take a few minutes to complete the evaluation. The information you provide is used to evaluate the conference and to improve future conferences; therefore, your comments are extremely important. The link for the evaluation is http://nrc.fye.sc.edu/events/international/evaluation/ and will also be included in a conference follow-up e-mail message.

SESSION HANDBOUTS
At the conference: There are several tables set up for presenters to leave extra handouts from their sessions. Presenters, be sure to include your name and the title of your presentation on the handout.

After the conference: If you were not able to attend a session of interest, the handouts for the sessions will be available on our web site at http://www.sc.edu/fye/events/presentation/2006international/ after September 15, 2006. Please note that only those handouts sent to us by presenters will be posted to the web site. All presenters are encouraged to submit electronic versions of their session handouts to the National Resource Center by e-mailing them to Shana Harrison at scharri2@gwm.sc.edu.
NATIONAL RESOURCE CENTER FOR THE FIRST-YEAR EXPERIENCE AND STUDENTS IN TRANSITION

Our mission is to support and advance efforts to improve student learning and transitions into and through higher education.

The Center achieves this mission by providing opportunities for the exchange of practical and theory-based information and ideas through the convening of conferences, teleconferences, institutes, and workshops; publishing monographs, a peer-reviewed journal, a newsletter, guides, and books; generating and supporting research and scholarship; hosting visiting scholars; and administering a web site and electronic listservs.

UNIVERSITY OF SOUTH CAROLINA

Chartered in 1801 as South Carolina College, the University of South Carolina, Columbia, still remains on its original site in Columbia, the state capital.

The University of South Carolina is a publicly-assisted coeducational institution dedicated to serving the entire state of South Carolina. In addition to the main campus at Columbia, there are two senior campuses and five regional campuses. Enrollment on all campuses totals over 37,000. Of these, over 25,000 students are on the Columbia Campus, some 36 percent of whom are enrolled in graduate and professional programs. The University offers more than 360 degree programs, including baccalaureate degrees in 124 areas, 5 programs of study for associate degrees, master's degrees in 175 areas, doctoral degrees in 63 areas, and professional degrees in law, medicine, and pharmacy.

The staff of the National Resource Center for The First-Year Experience and Students in Transition expresses appreciation to our co-hosts for their support and assistance:

TAMAGAWA UNIVERSITY

Tamagawa University is a higher education unit of Tamagawa Gakuen, a comprehensive institute from kindergarten to higher education. Today, the university consists of 16 departments in six faculties (undergraduate), as well as seven programs leading to a master's degree and three programs leading to a doctorate degree. One of the primary educational principles is the philosophy of “Zenjin” Education, which emphasizes the six values: truth, goodness, beauty, holiness, soundness, and wealth. The mission of Tamagawa Gakuen education is to produce outstanding individuals who can contribute to not only Japanese society but to the world.

In the 21st century, Tamagawa continues to develop and search for new approaches to a university education. Tamagawa University is also using e-Education, employing computer networks to realize a high-quality learning environment. With these initiatives, the university has assumed a leading role among universities in Japan.

UNIVERSITY OF TORONTO

Established in 1827, the University of Toronto is Canada’s largest university, recognized as a global leader in research and teaching. University of Toronto’s distinguished faculty, institutional record of groundbreaking scholarship, and wealth of innovative academic opportunities continually attract outstanding students and academics from around the world. University of Toronto is committed to providing a learning experience that benefits from both a scale almost unparalleled in North America and from the close-knit learning communities made possible through its college system and academic divisions. Located in and around Toronto, one of the world’s most diverse regions, U of T’s vibrant academic life is defined by the rich cultural diversity within its community. The University of Toronto is sustained environmentally by three green campuses, where renowned heritage buildings stand beside award-winning innovations in architectural design.

UNIVERSITY OF TEESIDE

The University of Teesside is situated in northeast England and has over 20,000 students engaged in courses from Diploma to Ph.D level in a wide range of disciplines. The University of Teesside is international in scope, and has an increasing number of agreements with universities in the United States and most European countries for exchange of students and faculty and joint research projects. The University mission is Providing Opportunities Pursuing Excellence. Teesside believes that the current diversity within the British higher education system is a strength and pursues excellence within the context of its distinctive mission of raising aspiration, widening participation, providing high quality learning and teaching in a research active setting, and contributing to economic growth and regeneration. It exceeds its national benchmarks for student first-year retention and is the top modern university in England for the percentage of full-time first degree graduates getting graduate jobs or going on to postgraduate-level further study or training.

YORK UNIVERSITY

York University is the leading interdisciplinary teaching and research university in Canada. York offers a modern, academic experience in Toronto and is host a dynamic community of nearly 50,000 students, 7,000 faculty, and staff, and 181,000+ alumni worldwide. Eleven Faculties and 23 research centres conduct ambitious, groundbreaking research, cutting across traditional academic boundaries. The University has two unique campuses; the Keele campus features extensive facilities in a self-contained environment and the Glendon campus, York’s bilingual, liberal arts campus. Glendon is the only integrated bilingual campus of its kind in Canada, where students can take classes in English and French. York provides excellent student services to foster student success including career, financial, disability, leadership, and academic support.
HOUGHTON MIFFLIN
The Houghton Mifflin College Division is committed to creating the highest quality course materials available. From textbooks to technology products, we use traditional and innovative media to deliver meaningful content and provide educational tools such as online tutoring, instructor resources, and distance learning environments.

LDF PUBLISHING INC.
LDF Publishing Inc. has been assisting colleges with student success and retention strategies since 1992. Their college success book, Making Your Mark, has been used by over 950,000 students in more than 1,500 educational institutions across North America, and more than 10,000 college staff members have attended their faculty training workshops, “Best Practices in Student Motivation and Retention” and “The Right Start to College: Student Motivation Day 1 to Graduation.”

MULTI-HEALTH SYSTEMS, INC.
MHS Inc. is an international assessment firm and publisher of the two most recognized measures of emotional intelligence (EQ): the Emotional Quotient Inventory (EQ-i(r)) and the MSCEIT. Our validated measures are used to assess student and program outcomes in post-secondary settings throughout the world. Emerging research demonstrates a high correlation between EQ and student success in undergraduate and graduate populations. Give students the best chance at success.

THE NEW YORK TIMES
Think of the nation’s most honored newspaper as a teaching/learning resource that’s updated each day. You’ll find stimulating ideas on every page, themes for class discussion in every section. From health care to war, from finance to philosophy, from theater to law, The New York Times can enhance your class. For more information: nytimes.com/college.

EXHIBITOR INFORMATION
The University of South Carolina and the 19th International Conference on The First-Year Experience welcome commercial and non-profit exhibitors. The exhibit area is located in the Grand Ballroom Foyer of the Toronto Marriott Downtown Eaton Centre. Exhibitors registered at the time of printing are listed below.

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EXHIBITOR INFORMATION
Exhibit Schedule
Conference participants are invited to visit commercial and non-profit exhibitors showcasing their products and services for enhancing the first-year experience. You will have the opportunity to visit with exhibitors during continental breakfasts, refreshment breaks, and receptions in addition to the exhibit hours below:

Monday, July 24, 2006 • 6:30 pm - 8:00 pm
Tuesday, July 25, 2006 • 7:30 am - 3:30 pm
Wednesday, July 26, 2006 • 7:00 am - 3:00 pm
Thursday, July 27, 2006 • 7:00 am - 12:00 noon
National Resource Center for The First-Year Experience & Students in Transition / University 101

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Graduate Assistants

CHRIS KEESE, JORDAN ORBERG, LAUREN WESTFALL, AARIKA WOODS
Undergraduate Student Assistants

* denotes those in attendance at the conference
**Continental Breakfast for Preconference Workshops**

7:30 am - 9:00 am
Grand Ballroom Foyer

**Conference Registration**

7:30 am - 6:00 pm
Grand Ballroom Foyer

**Hospitality Desk**

1:00 pm - 5:00 pm
Carleton Room

Lunch is provided for preconference workshop participants only.

**Best Practice in the First College Year: Defining What Works and Why?**

9:00 am - 4:00 pm • York A/B

John N. Gardner, Executive Director—Policy Center on the First Year of College; Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina; Betsy O. Barefoot, Co-Director—Policy Center on the First Year of College; Fellow, National Resource Center for The First-Year Experience and Students in Transition—University of South Carolina, United States

For more than two decades a significant investment has been made by many colleges and universities to improve the first year. But funds spent have often not yielded expected returns in student learning and retention. In this workshop, the presenters will explore the question, “What works in first-year programs and why... or why not?” They will draw from recent research findings and provide a variety of examples of best practice. Participants will be challenged to reflect on the first year at their own campuses—what initiatives have made a positive difference in the first year and what challenges remain.

**New Technologies and the First-Year Experience: Fundamentals of Good Practice**

9:00 am – 12:00 noon • Bay

Kerri-Lee Krause, Senior Lecturer in Higher Education, Centre for the Study of Higher Education—University of Melbourne, Australia

The Y Generation is said to be wired and wireless. How can first-year practitioners use new technologies to reach this emerging generation? Do we need a fresh understanding of student engagement which takes account of new approaches to learning online? These are some of the key issues to be raised in this interactive workshop. It is designed for faculty, staff, and administrators interested in strategies for addressing the challenges and opportunities afforded by information and communication technologies (ICTs). Drawing on current theory and research, participants will evaluate the promise and the reality of ICTs in learning, teaching, and the student experience. Case-based scenarios will be analyzed in small groups with a view to developing locally appropriate principles for good practice in planning for and implementing ICT integration in first-year programs and curricula. Participants will receive a resource kit comprising key references, practical strategies, and case studies exemplifying good practice in ICT use in the first year.

**Design for Success**

1:00 pm – 5:00 pm • Trinity Ballroom I

Diane Nutt, Head of the Retention Team—University of Teesside, United Kingdom; Denis Calderon, Assistant Director, Learning and Teaching Development—University of Teesside, United Kingdom

Research has revealed three key factors which contribute significantly to student achievement: student motivation, student assessment, and social integration. When designing the first-year student learning experience, we therefore need to give careful consideration to these issues. This session will draw upon recent research findings and provide the opportunity for participants to explore a range of curriculum strategies in order to address the following questions: How can we motivate students to learn and succeed in their first year of higher education? How can we create a safe but challenging learning environment (particularly through effective assessment and feedback to students) that will provide a sound basis for future development? How can we support students to develop effective relationships with each other and with faculty? We will look at how course design and classroom practice can be enhanced to support student achievement and share examples of good practice. Although relevant to all students, particular attention will be given to the needs of non-traditional students.

**Exploring Perspectives, Procedures, and Practices of Peer Leadership Programs**

1:00 pm – 4:00 pm • Trinity Ballroom III

Suzanne Hamid, Director of First-Year Programs—Lee University

Are students listening to students? Participants will examine an array of issues, including a theoretical base for the concept of peer leadership, program design and implementation, peer recruitment, selection and training, administrative challenges, financial commitments, and the effectiveness and benefits of peer leadership. This workshop will also feature video montages of instructors and peer leaders who have been successful at this remarkable team-teaching approach.
Making Connections in the First Year: The Key to Success in An Age of Unreason

Kerri-Lee Krause
Senior Lecturer in Higher Education, Centre for the Study of Higher Education
University of Melbourne
Australia

Reflecting on lessons learned over a decade of national studies of the first-year experience in Australian universities, the take-home message may be summarized in a single principle: make connections. This is not only sage advice to students entering the first year of undergraduate education, but also an imperative for faculty, staff, and administrators seeking to optimize the success of all students in the first year. This presentation, based on empirical evidence, will explore the notion of connectedness in an array of forms, from connectedness among peers and faculty, to connectedness to ideas and communities of practice, and connectedness beyond the institution. Connectedness is the key to success for all who live and learn in colleges and universities in an 'age of unreason,' when familiar ways of knowing and doing are challenged by the need to take hold of and shape the future, think the unlikely, and perhaps, even, do the 'unreasonable.'
Tuesday, July 25, 2006

Continental Breakfast

Conference Registration

Hospitality Desk

7:00 am - 8:30 am
Grand Ballroom Foyer

7:30 am - 6:00 pm
Grand Ballroom Foyer

7:30 am - 5:00 pm
Carleton Room

C-1
Viewing Student Retention Through a Cultural Capital Lens
8:15 am - 9:15 am
Trinity Ballroom I

John Noble
PhD Research Scholar
Staffordshire University
United Kingdom

This session is based upon research that uses cultural capital as a measure of what Pierre Bourdieu describes as “social reproduction through a system of education that favors students who enter Higher Education from an enriched cultural capital background.” The research attempts to identify a relationship between students’ levels of cultural capital and the extent to which those levels may impact assimilation and integration into higher education.

I-2
Surviving the Storm: Impact of Institutional Change on a First-Year Cohort Program
8:15 am - 9:15 am
Trinity Ballroom II

E. Jane Fee
Associate Professor, School of Interactive Arts & Technology, Program Director, TechOne
Simon Fraser University
Canada

This session focuses on lessons learned from the experiences of the director of TechOne, a first-year cohort program created by an institution taken over by Simon Fraser University. While the program survived and expanded, reduced autonomy led to challenges. Efforts to regain independence are proving successful, and TechOne has become a model for two new first-year interdisciplinary programs at SFU’s new Surrey campus.

PRIMER FOR FIRST-TIME ATTENDEES

7:45 am - 9:15 am
Grand Ballroom A/B

M. Stuart Hunter
Director, National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina
United States

John N. Gardner
Senior Fellow, National Resource Center for The First-Year Experience & Students in Transition
University of South Carolina
Executive Director
Policy Center on the First Year of College
United States

A tradition at First-Year Experience Conferences since 1984, the “primer” reviews the events that led to the creation of University 101 at the University of South Carolina, the resulting series of conferences, and an international education reform movement known as “The First-Year Experience.” The presenters will attempt to situate the meaning of this now ubiquitous concept in higher education and define the philosophical assumptions undergirding this conference series. They will also reflect on the current status of the movement, its accomplishments, and the current challenges bringing us together at this meeting.

7:45 am - 9:15 am
Grand Ballroom A/B
C-3  
The Supplemental Instruction (SI) Model for Peer-Led Study: Implementing SI in the Canadian Context

8:15 am - 9:15 am  
Trinity Ballroom III

Elizabeth Templeman  
Supplemental Learning (SL) Coordinator  
Thompson Rivers University

Rachel Thibodeau  
Coordinator of Academic Support Programs  
Carleton University

Mary Wilson  
Coordinator: Supported Learning Groups  
University of Guelph  
Canada

Supplemental Instruction (SI) is a well-established program of peer-led academic support, attached to challenging first-year courses. This session focuses on SI-type programs established at three Canadian universities. How does the model work? What are the challenges of implementation in Canadian universities? What are some strategies for launching a pilot? The facilitators, three program coordinators, draw on their perspectives, insights, and experiences to raise and answer questions about this unique and proven model of academic support.

C-4  
Linking Language and Content Courses to Support Non-Native English Speakers

8:15 am - 9:15 am  
Trinity Ballroom IV

Maureen Andrade  
Coordinator, English as an International Language Program (EIL)  
Brigham Young University-Hawaii  
United States

The academic language needed for university success can be challenging to non-native-English-speakers (NNES). This presentation describes a program in which international NNES are enrolled in an English skills course and a content course. The English course focuses on language development using the content course materials. Participants’ content course grades are comparable to or better than those of students enrolled in only the content class. Information about program administration, course activities, and assessment data is provided.

C-5  
Institutionalization: A Model of Retention Through Student Engagement

8:15 am - 9:15 am  
Trinity Ballroom V

Elaine Davis  
Director, Model Institutions for Excellence (MIE) Initiative  
Bowie State University  
United States

Anisha Campbell  
Assistant Professor and Pre-College Program Coordinator  
Bowie State University  
United States

Bowie State University has worked diligently to enhance the science, mathematics, engineering, and technology (SMET) domain. Through a Model Institutions for Excellence award (MIE), the culture of the SMET has changed and has led to an increase in retention rate (40% to 80%), a 40% increase in the graduation rate, and an 85% increase in the number of students interested/entering graduate school. Successes, documented by various assessment activities, have led to the institutionalization of the retention model of the MIE Initiative.

C-6  
The World is Flat - But the Campus Has Mountains

8:15 am - 9:15 am  
York A

Brien Lewis  
Dean of University College  
Winthrop University  
United States

Thomas Friedman’s best-selling book claims that the world is “flat” because technology has empowered individuals to connect, collaborate, and compete with anyone anywhere. While companies and individuals are horizontally integrated, nimble, and innovative, campuses are often trapped in deliberative and autonomous vertical silos. If survivors are those most responsive to change, higher education needs to adapt quickly. This session provides guiding principles and specific mechanisms to recast the campus for the 21st century.
**I-7**  
**The Student Affairs/Academic Affairs Partnership in Learning Communities**  
8:15 am - 9:15 am  
York B  
Scott Johnson  
Assistant Dean of First-Year Programs and Academic Support  
Heather Maldonado  
Assistant to the Dean for Academic Standards and Intervention  
Joseph Marren  
Assistant Professor, Communication  
Nancy Frazier  
Librarian  
*State University of New York College at Buffalo*  
*United States*  
Faculty members are becoming increasingly aware of the relevance of student development theory to student success. Scholarly discourse often lacks a practical guide for integrating student development theory into regular faculty practice. Presenters discuss how the student affairs and academic affairs divisions at Buffalo State came together, achieved faculty buy-in, and improved the learning experience of students. They also identify strategies that will accomplish similar goals on participants’ campuses.

**I-8**  
**Meeting the Needs of First-Year Students Through a Transformed Curriculum**  
8:15 am - 9:15 am  
Bay  
Jack Thomas  
Vice Provost for Academic Affairs  
William Badley  
Assistant Vice Provost for Academic Affairs  
Sheila Otto  
Professor of English  
*Middle Tennessee State University*  
*United States*  
This session describes the process of transforming the first-year experience that was Developmental Education into regular college-credit courses. The presentation addresses the background for the change, the specific administrative issues resolved, and the academic challenges faced. Central to the initiative was the institutional commitment to insure the successful transition of first-year students who enter college under-prepared by providing advising, supplemental help, and ample time to reach competencies.

**I-9**  
**rezONE: A Residential First-Year Experience at the University of Toronto at Mississauga**  
9:15 am - 9:30 am  
Grand Ballroom Foyer  
9:30 am - 10:30 am  
Trinity Ballroom I  
Chris McGrath  
Director of Residence & Residence Life  
Dale Mullings  
Coordinator of Residential Transition Programs  
*University of Toronto at Mississauga*  
*Canada*  
This session highlights rezONE -- a residential first-year experience program that provides support for the student academic transition at the University of Toronto at Mississauga. The first of its kind in Canada, this program was piloted in 2005-2006 and has shown to enhance the academic achievement of first-year students living on campus.
C-11
Leadership Development Course for First-Year Students
9:30 am - 10:30 am
Trinity Ballroom III

Jee Hyeon Kim
Research Professor
Sunny Kim
Visiting Professor
Hyun-Chin Lim
Dean of Faculty of Liberal Education
Seoul National University, Faculty of Liberal Education
South Korea (Republic of Korea)

This presentation introduces participants to a new course for Leadership Development of first-year students offered by the faculty of Liberal Education at SNU. The course is designed to cultivate the capacity to understand where our country stands in the world, to foster the sense of responsibility and commitment to public service, and to prepare an aptitude in the global community. The significance and effectiveness of this course is proven by course evaluations and student interest.

C-12
A Hybrid Model for Delivering a First-Year Seminar for Undeclared Students
9:30 am - 10:30 am
Trinity Ballroom IV

Kathleen Hartman
Associate Professor of Advising
Vera Brancato
Associate Professor of Nursing
Kutztown University
United States

This session provides attendees with the background, description, and assessment of a hybrid delivery model for a one credit first-year seminar for undeclared students. Attendees learn how faculty advisors created a front-loaded, eight-week seminar for over 300 students using a combination of small and large group classes, Blackboard assignments, and advising. Course content, technology integration, and student feedback are discussed, along with plans for changes and improvements based on the experience.

C-13
The Effect of Learning Style and Teaching Style on Academic Success
9:30 am - 10:30 am
Trinity Ballroom V

John Szarlan
Learning Resources Consultant
Suman Singha
Vice Provost for Academic Programs
University of Connecticut
United States

Improving the academic achievement of first-year students has been a consistent goal of higher education. This presentation discusses the effect of a student’s learning style on their academic performance. Also considered will be the influence of the professor’s teaching style on grades when contrasted with various learning styles. The Myers-Briggs Type Indicator (MBTI) was used to determine learning style and teaching style. Strategies and techniques are shared that show how to adjust teaching styles to assist students with various learning styles’ process information more effectively. In addition, activities that professors (regardless of their MBTI knowledge) can use to assist various learning styles are discussed.
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Location</th>
<th>Time</th>
<th>Details</th>
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<tbody>
<tr>
<td>C-14</td>
<td>Two-Year College Students: Different Needs, Different Problems, Different Approaches</td>
<td>Lorette Hoover, Jeanine Long</td>
<td>York A</td>
<td>9:30 am - 10:30 am</td>
<td>The needs of non-traditional, non-residential first-year students in two-year colleges differ from their more traditional counterparts. Meeting those needs in a college success program requires a cooperative working relationship between the first-year course, tutoring lab, retention counselor, and student services and counseling center staff. Presenters focus on the importance in deemphasizing the high school to college transition while focusing on empowering the student to simultaneously balance multiple obligations such as academics, work, and family, which leads to an improved GPA and persistence.</td>
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<tr>
<td>I-15</td>
<td>The Bridge Program: Supporting a Successful Transition to Distance Education</td>
<td>Sharon Morgenthaler, Mark Frederick</td>
<td>Bay</td>
<td>9:30 am - 10:30 am</td>
<td>The Bridge Program presents four online retention initiatives: Principles and Strategies of Effective Learning, an online orientation course; online tutoring in entry-level courses; e-mentoring for special needs populations; and, discipline specific online learning coaches. These programs support part-time working adults and younger adults who are new to a university system and may not be fully prepared for the rigors of higher education and distance education; and, provide connectedness for students who are engaged in distance learning situations.</td>
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<tr>
<td>I-16</td>
<td>(Re)Creating Intentionality in College Going Decision</td>
<td>Darlene Hantzis, Michael Hill</td>
<td>Bay</td>
<td>9:30 am - 10:30 am</td>
<td>This session engages questions about changes in student characteristics that appear to impact the degree of intentionality that accompanies the decision to enter college, which in turn impacts actions and attitudes that affect success. The presentation articulates the perceived problem and describes an innovative program collaboratively designed and conducted by Student and Academic Affairs through first-year learning communities to respond to the problem. The program was piloted in Fall 2005 and will be repeated in Fall 2006.</td>
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<tr>
<td>R-17</td>
<td>Educating Faculty Rather Than Labeling Students</td>
<td>Marion Webb, Carolyne Jacobs, Michael Hill</td>
<td>Trinity Ballroom I</td>
<td>10:45 am – 11:45 am</td>
<td>This session is designed to stimulate discussion about how we can effectively create an inclusive environment for first-year students from underrepresented groups. Such an environment does not seek to label or separate them, but concentrates on creating an inclusive culture in which academic staff subscribe and help develop. Presenters share approaches taken by Kingston University and the University of Portsmouth and then open the session to discussion.</td>
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</table>
Developing, Implementing, and Embedding Appropriate Strategies and Models of Practice to Support FYE in Research Intensive Institutions

Marcia Ody
Students as Partners Senior Officer
The University of Manchester
United Kingdom

Wayne Clark
Director of Student Administration
University of Auckland
New Zealand

Three research intensive universities – Macquarie University (Australia), University of Auckland (New Zealand), and University of Manchester (United Kingdom) - have implemented and evaluated a diverse range of first-year initiatives and peer support strategies including induction, mentor programs, and peer-assisted study. The roundtable discussion draws from the presenter’s experiences and explores how we can successfully marry FYE strategy and operational practice to individual institutional contexts, culture, and strategic objectives.

Helping First-Generation Students Transition to the Liberal Arts College

10:45 am - 11:45 am
Trinity Ballroom III

Andrea Rossi-Reeder
Interim Dean of Freshmen
Connecticut College

Leah Glasser
Dean of First Year Studies
Mount Holyoke College

Armando Bengochea
Associate Dean of the College
Brown University

Raisa Williams
Dean for First-Year Students
Haverford College
United States

Many first-generation college students (many of whom are also students of color) face various obstacles to a smooth transition into the first year of college. The privileged, largely white atmosphere of many liberal arts colleges often exacerbates these experiences, including feelings of not belonging, under-preparedness, and financial and family struggles. In this roundtable discussion, first-year deans and program directors from several U.S. liberal arts colleges outline the various tactics they have employed to support first-generation students and to help these students’ transition during the first college year.

Providing Professional Development Opportunities for First-Year Seminar Faculty

10:45 am - 11:45 am
Trinity Ballroom IV

Marva Lucas
Department Chair of Academic Enrichment
Middle Tennessee State University
United States

The role of first-year seminar faculty is becoming more important as institutions view the course as vital to enhancing retention and graduation rates. To optimize its effectiveness, the faculty needs to have opportunities for professional development. This session allows participants to communicate the importance of faculty development, to identify challenges, to share ways to address these challenges, to emphasize specific areas that should be addressed, and to share examples provided by other institutions.

The Many Faces of Orientation

10:45 am - 11:45 am
Trinity Ballroom V

Jennifer Hurd
Program Manager
Houghton Mifflin Company
United States

How many audiences does your student orientation program have to address? In addition to the cultural differences, student orientation programs have to meet the needs of traditional students, non-traditional students, transfer students, international students, residential students, and commuting students. Each group has different issues. The activities presented in this interactive session will offer some ways to address each audience.
### R-22
**Hitting a Moving Target: How to Create a Successful First-Year Experience for the Community College Student**

10:45 am - 11:45 am  
York A  

**Thomas Tyson**  
Assistant Dean of Student Services/Director of Counseling  

**Celeste Morin**  
Counselor  
*Suffolk County Community College*  
*United States*

This roundtable discussion leads participants in an exploration of the challenges of creating successful first-year experience programs for community college students. Issues such as students’ employment commitments, commuting demands, inadequate financial and emotional support from parents, and career indecision, will be discussed. Creative suggestions on successful programs and activities will be encouraged. The presenters will lead the discussion and summarize ideas and suggestions for creating new programs and supporting existing ones.

### R-23
**Building Informal Networks in a Large Institution**

10:45 am - 11:45 am  
York B  

**Chris Garbutt**  
First-Year Initiative Coordinator  

**Nellie Perret**  
Learning Skills Counsellor/Educator  
*University of Toronto*  
*Canada*

Working at a large university presents many challenges to those who work with first-year students. In this milieu, it is often through informal networks that most of the work actually gets done. This session explores questions such as: What are the challenges to developing such informal networks? What are the opportunities for creating and fostering these informal networks? What have been some of the successful outcomes from these networks?  

### E-24
**Creating an Effective First-Year Retention Plan**

10:45 am - 11:45 am  
Bay  

**Teresa Farnum**  
President  
*Teresa Farnum & Associates*  
*United States*

This highly interactive session outlines a process to create and implement a broad-based plan to engage the entire community in a program to enhance the experience of new students. Even activities that are working well have a greater impact when they are incorporated into a cohesive plan. Learn how to move your campus from “popping corn” of disconnected strategies to “putting the pieces together.”
# Colleague Cluster Luncheon with Plenary Address

*When “Smart” Students Fail: Emotional Intelligence and Academic Success*

12:00 noon - 1:45 pm  
Grand Ballroom  

James D. A. Parker  
Associate Vice President (Research)  
*Trent University*  
*Canada*

Research in the area of academic success in post-secondary education has traditionally focused on cognitive abilities. Although these variables predict significant amounts of variability in academic success, researchers are becoming increasingly aware that various emotional and social competencies are also important predictors. This presentation will examine some recent findings from research studying the relationship between emotional intelligence and academic success in various post-secondary contexts.

The “colleague cluster luncheon” has been designed to provide conference participants with the opportunity to connect with conference participants from other institutions who share similar roles and interests. To that end, several tables will be designated for specific functional roles, others will be designated for topical interest areas, and still others will be designated for open networking.

<table>
<thead>
<tr>
<th>Interest Areas:</th>
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<tr>
<td>♦ First-year assessment</td>
<td>♦ Peer mentors</td>
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<td>♦ Learning communities</td>
<td>♦ Honor students</td>
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<td>♦ Faculty development</td>
<td>♦ Adult students</td>
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<td>♦ Technology</td>
<td>♦ Service-learning</td>
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<td>♦ Minority students</td>
<td>♦ Civic engagement</td>
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<td>♦ Non-traditional students</td>
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<th>Institution Types:</th>
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<td>♦ Community Colleges</td>
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<td>♦ Small Colleges</td>
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<td>♦ Research Universities</td>
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<th>Roles:</th>
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<td>♦ Academic advising</td>
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<td>♦ Faculty/instructor/lecturer</td>
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<td>♦ First-year seminar director</td>
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<td>♦ Counselor</td>
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<td>♦ Orientation/intake programs</td>
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<td>♦ Undergraduate and graduate students</td>
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<td>♦ Chief academic officers</td>
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<td>♦ Chief student affairs officers</td>
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### I-25  
The Unity Experience: A Personalized FYE Course

**James Horan**  
Professor of Developmental Studies  
*Unity College*  
*United Kingdom*

This interactive session describes Unity College’s FYE course, which is required of all first-semester students. This activity-based course starts with a week-long wilderness trip led by specially trained upper-division students and includes experiential learning activities designed to help students recognize and celebrate their personal development, actively engage their new college community on multiple fronts, and plan their academic and co-curricular futures. This session should be particularly useful to participants from smaller, more focused undergraduate institutions.

### I-26  
Promoting Student Success Through Student Engagement

**Steve Fishman**  
Program Director  
*Seneca College*  
*Canada*

This presentation is directed to administrators, faculty, counselors, and learning skills staff who have a keen interest in student engagement and retention. By the end of this session, participants will gain an understanding of an innovative and effective multi-dimensional approach that addresses student engagement and retention-related activities. Success@Seneca is based on an integrated, service-delivery model that provides the essential connections between academics and college resources. This program focuses on the promotion and support of academic services, personal growth, and career development – working cooperatively to address the needs of the “whole” student. This success collaboration has resulted in a multi-dimensional approach to improving student success and institutional retention efforts.
The National Survey of Student Engagement (NSSE) has become a benchmark student engagement assessment tool. Participants learn about residence orientation and outcome-based educational programming at a medium-size Canadian university. The importance of incorporating NSSE results into these programs is explored. During this session, participants will also learn about relationships between residence programs and NSSE’s Supportive Campus Environments (SCE), develop learning outcomes based on NSSE’s SCE’s, and appreciate learning outcomes in residence environments.

This presentation will share information regarding the conceptualization, design, and implementation of a peer mentorship and tutoring program at the University of the Western Cape (UWC) for first-year residence students. It will be informed by the “lived experience” of the mentors and mentees and their perceptions about the program. Presenters will discuss the program through three lenses: psychosocial (orientation and transition of first students to HE), academic adaptation (tutoring), and mentor training (training foci and delivery). They will also highlight the management challenges presented by the program and its impact on various groups (i.e. peer mentors, and student governance structures and staff) within the residences.

A model for a successful University College will be proposed based on the experiences of IUPUI and UTEP. Essential elements of the University College are curriculum, advising, orientation, co-curriculum and academic support programs; as developing collaborations among faculty, advisors, librarians, student affairs, support staff and students, themselves, and the critical role of assessment will be addressed. The workshop accommodates a wide variety of institutions, including community colleges and comprehensive public and private universities.
Increasing the Efficiency of Communication: Using Technology to Connect At-Risk Students to Faculty, Staff, and Campus Resources

2:00 pm - 3:00 pm
York B

Gideon Botha
Career and Academic Counselor, Coordinator of Save Our Students

C. Dewayne Miller
Assistant Director of Career and Academic Development

Dwayne Towell
Assistant Professor, Department of Mathematics and Computer Science
Abilene Christian University
United States

A web-based application was developed to help academic counselors meet the growing numbers of students identified by faculty, staff, or parents as at-risk. This web-application enhances and makes more efficient the communication between academic counselors, faculty, and the students themselves. Discussion focuses on program development and effectiveness, and the ethical considerations for sharing student information.

Responding to Diversity: Success Strategies Among First-Year Programs

3:15 pm – 4:15 pm
Trinity Ballroom I

Suzann Barr
Instructor of Editing and Technical Writing

Frankie Chadwick
Instructor of Rhetoric and Writing

Marcia Smith
Associate Director, Donaghey Scholars Program
University of Arkansas at Little Rock (UALR)
United States

The UALR first-year population is diverse, ranging from traditional students who may enter the university provisionally to academically advanced students in the Donaghey Scholars Program to returning students with wide-ranging work experience. The university has programs in place to meet these diverse needs. This session describes programs for these diverse groups of students and invites conversation about similar programs at other institutions.

Building Inquiry Skills for First-Year Student Success: WISPR in the Library

3:15 pm – 4:15 pm
Trinity Ballroom II

K. Alix Hayden
Librarian

Shauna Rutherford
Information Literacy Coordinator

Paul Pival
Distance Education Librarian
University of Calgary
Canada

A significant challenge that first-year students face is conducting research assignments at the university level. In inquiry-based learning environments, students must formulate good questions, select appropriate research tools, and navigate vast amounts of information to arrive at solutions. University of Calgary librarians developed “Workshop on the Information Search Process for Research (WISPR) in the Library,” which is designed to be integrated into the curriculum of first-year courses, and to support students’ acquisition of these vital research skills.
### C-34
**Supporting New Learners: Challenges and Opportunities**

3:15 pm – 4:15 pm  
Trinity Ballroom III  

**Geoff Layer**  
Pro Vice-Chancellor (Learning and Teaching)  
*The University of Bradford*  
United Kingdom

This session reflects on the progress made in the UK, which is committed to widening participation to higher education. As the student body diversifies, universities and colleges need to ensure that the curriculum and support structures are appropriate. This session will look at progress in changing who participates and how they are supported.

### C-35
**Qualitative Approaches to First-Year Assessment**

3:15 pm – 4:15 pm  
Trinity Ballroom V  

**Steven Weisler**  
Dean of Academic Development  
*Hampshire College*  
United States

Hampshire College recently completed a systematic assessment of its new first-year program. This presentation emphasizes the ways in which qualitative methods of assessment, including ethnographic interviews, focus groups, and student-to-student interviews can be important ingredients in an assessment protocol that aims at maximum involvement of crucial constituencies (such as the faculty and the trustees). Our approach emphasizes the desirability of triangulating across quantitative and qualitative methods, and presents ideas and suggestions for how to develop an effective mixed-methods approach on other campuses.

### C-36
**Exploring Learning Differences: A Successful Transition Course for First-Year Students With Learning Disorders**

3:15 pm – 4:15 pm  
York A  

**Constance Chiba**  
Disability Services Coordinator  
**Richard Low**  
Counseling Psychologist  
*University of California, Berkeley*  
United States

This interactive session discusses some of the unique challenges that college presents for first-year students with learning disabilities and Attention-Deficit/Hyperactivity Disorder. Presenters describe a successful transition course, “Exploring Learning Differences: Strategies for Success” developed to help students with learning disorders meet these challenges. The results of the evaluation of the course based on the 290 students who have taken the course over a 10-year period are also presented.

### C-37
**Creating a Supportive Environment for Students by Developing a One-Stop Shop**

3:15 pm – 4:15 pm  
York B  

**Michelle Lundell**  
Associate Vice President for Student Services  
**Shad Sorenson**  
Assistant Vice President for Student Services  
**Liz Childs**  
Director of One Stop  
**Kim Barraclough**  
Office Manager  
*Utah Valley State College*  
United States

Providing a one-stop shop where advisors are cross-trained in admissions, registrations, records, financial aid, parking, and cashiering allows for a much higher level of service for first-year students. This presentation discusses how Utah Valley State College was able to design and implement a one-stop shop in an effort to create a culture of support for first-year students. Rather than having to go from department to department and stand in line after line, first-year students are directed to one place where advisors are cross-trained. Ideas and strategies of how to implement this on your campus are highlighted.
Variety is the Spice of Life: A Comprehensive Support Program for Undeclared Students

3:15 pm – 4:15 pm
Bay

David Henriques
Assistant Dean, School of Academic Programs and Services
Shippensburg University of Pennsylvania
United States

In the past decade, many retention initiatives developed within the School of Academic Programs and Services, which houses the Office of Undeclared Students, have helped stimulate a 10% increase in the university’s 4-year graduation rate. These initiatives range from the establishment of the Advisor Development and Resource Team (ADRT) and an Early Warning Grades program to the establishment of the Raider Plan, an agreement between a student and their respective advisor. Over the same period, 4-year graduation rates for undeclared students increased 8%. Learn the myriad strategies used to assist undeclared students as they move into their selected major.

INTERNATIONAL HIGHER EDUCATION SESSION

4:30 pm – 6:00 pm
Grand Ballroom

M. Stuart Hunter
Director, National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina
United States

John N. Gardner
Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina

Executive Director
Policy Center on the First Year of College
United States

This session is designed to create a shared experience in which all will learn about the similarities and differences in cultures of higher education in the countries represented at the conference. This session is also structured in a way to facilitate meeting other delegates as we continue to facilitate the networking aspect of the conference.

Informal Gathering for Canadian Delegates

6:15 pm – 7:15 pm
Trinity Ballroom V

Dinner on your own
Among the most difficult challenges in first-year education is to teach basic mathematics to low-achieving students. Problems include poor preparation, a history of failure, antipathy toward math and math instructors, and stereotyped perceptions of what mathematics is. This presentation introduces participants to experimental math courses and features (a) Mathophobia as a course topic, (b) “bottom-up” instructional design (from practical application to abstract concept - the opposite of the usual approach), and (c) emphasis on learning from one’s mistakes.

The first year seminar has become an established tradition on many post-secondary campuses. But how do we know our seminars are really working? How do we discover what works best on our unique campuses? Learn about the University Life 101 program – a voluntary, non-credit, first-year seminar offered at the University of Saskatchewan, Canada. This well-established first-year transition course has recently implemented a rigorous evaluation process that has yielded informative results – and produced some changes in our approach to facilitating successful first-year transitions.

This paper examines key issues and evidence associated with assessment in the first year of study within the UK. Staff perceptions of the purpose of first-year assessment and the need for flexibility are considered, as well as student perceptions and levels of satisfaction. Analysis, at the disciplinary level, highlights the needs and concerns of differing groups of students and identifies resulting implications for assessment practices in the first year.

The creation and introduction of Personal Development Planning (PDP) for first- and second-year psychology undergraduates at the University of Teesside has been designed to enable them to explore who they are, how they learn, and how to get the most from their degree. It includes self-assessment of Emotional Competencies (EC) to enable students to see how they can enhance their performance, autonomy, and interactions with others, thus smoothing the transitions throughout their higher education career and beyond.
C-43
Selecting, Training, and Assessing Peer Educators: An Evolving Program

8:00 am - 9:00 am
Trinity Ballroom V

Dave Bass
Assistant Professor, Education

Molly Schultz
Student (Peer Educator)

Casandra Francis
Student (peer educator)
Valley City State University
United States

The use of peer educators has become an essential element of many first-year seminars. Our “Learning to Live” (L2L) program at Valley City State University successfully made the transition from faculty instructors to peer educators eight years ago. This presentation reviews assessment data about the use of peer educators; provides recommendations for application, selection, training, and assessment processes for peer educators; and allows participants to interact with two VCSU peer educators about their experiences.

C-44
A Hierarchy of Educational Needs: Maslow and General Education

8:00 am - 9:00 am
York A

Marion Schwartz
Coordinator of Student Programs
Pennsylvania State University
United States

General education requirements serve a variety of functions in the curriculum: developing skills, cultivating different disciplines, preparing for citizenship, and understanding diversity. First-year students do not value all of these purposes equally. Using Maslow’s hierarchy, we can identify their levels of receptivity and match them to curricular rationales. This session compares Maslow’s needs with educational needs, followed by group work on classifying requirements and developing strategies to help students move up the hierarchy.

I-45
The Millennial Student Project: First-Year Findings

8:00 am - 9:00 am
York B

Sofia Ramos
Graduate Student

Lynette Cook Francis
Vice President, Multicultural Affairs and Student Success
The University of Arizona
United States

What attitudes, behaviors, and experiences regarding diversity do today’s college students bring to campus? How will higher education personnel need to re-shape diversity programming and policies to accommodate the emerging diversity of college students? These questions are being explored by the Millennial Student Project Research Team in a mixed-methods longitudinal study launched in fall 2005. This session presents research on diversity and the first-year and features a short film.

I-46
Integrating Academic Support and the Co-Curriculum in a Required Learning Community: Innovations for a Long-Standing First-Year Initiative

8:00 am - 9:00 am
Bay

Mary Rist
Associate Dean, School of Humanities

Molly Minus
Dean of Academic Services
St. Edward’s University
United States

This panel describes the integrated first-year programming at St. Edward’s University. Panelists describe a summer reading program, a required first-year learning community which links a writing class with a section of “Introduction to the Liberal Arts,” a linked reading support class, and a seminar allowing students to meet faculty and explore courses and careers in their declared majors. The program also includes peer mentoring and faculty development components.
I-47
Doing the Right Thing
Right: Reconfiguring Learning Communities at the University of Alabama at Birmingham

9:15 am - 10:15 am
Trinity Ballroom I

Lila Graves
Associate Professor of English

Peggy Jolly
Professor of English/Director of Freshman Composition
University of Alabama at Birmingham
United States

Presenters will explain how they designed and implemented a three-stage best practices learning community strategy whose common content component emphasizes (a) interdisciplinary critical thinking at varying levels of academic complexity and (b) close interaction with academic advisors. We will share assessment data that demonstrates the strengths of our learning community model.

I-48
Engaging the 21st Century Student

9:15 am - 10:15 am
Trinity Ballroom II

Veronika Mogyorody
Associate Professor, Department of Sociology/Anthropology

Tamsin Bolton
Information Literacy Librarian

Ralph Johnson
University Professor, Department of Philosophy

Tina Rugirrello
Assistant Professor, School of Dramatic Art
University of Windsor

Alan Sears
Associate Professor of Sociology
Ryerson University
Canada

The presentation tracks the development of a course designed to orient students to the breadth of inquiry across the arts and social sciences by focusing on an interdisciplinary theme, working in groups facilitated by senior student mentors, and requiring a capstone project. The presentation reflects on interdisciplinary team work, the importance of generating a sense of belonging and intellectual excitement among first-year students, and the challenge of focusing learning objectives.

C-49
The First-Year Experience for Chinese Students

9:15 am - 10:15 am
Trinity Ballroom III

Xiaoling Wang
English Lecturer, Department of College English
Jinan University, Guangzhou
People’s Republic of China

Is the first-year experience the heaven or hell to Chinese students? In recent years, Chinese higher education has undergone major changes. In the globalization that China has experienced since its entrance into the World Trade Organization, we’ve made adjustments to help students be more adaptable and to better meet the challenges and opportunities of the changing economy. With the rapid increase in enrollment, new students, full of excitement and pride, crowd into the university only to find their first-year experience is quite different than expected. As a teacher of English, I am concerned about Chinese college students’ success in learning English in their first-year experience. This presentation aims to explain how to help those confused students be more adaptable, especially in learning English.

C-50
Mentoring - Its Importance for the Future of First-Year Programs

9:15 am - 10:15 am
Trinity Ballroom IV

Ralph Anttonen
Director of the Exploratory Program
Millersville University
United States

Research by Anttonen and Chaskes (2002) discovered that “mentoring” was the number one process highlighted by past First-Year Student Advocate award recipients in the learning of advocacy skills. This session presents follow-up research on these advocates’ perceptions of how they acquired these skills and whether they were mentors to the next generation of advocates. In addition, the study explored whether the Chaskes and Anttonen advocate skill set (2005) was being passed on to their protégés.
Why do some capable students sail through college, while others experience academic difficulty and fail? Evidence suggests success in college is connected to strong emotional intelligence (EI). The first year of college is a transitional time, when these skills can make the difference between success and failure. Unlike cognitive abilities measured by traditional IQ, EI can be developed throughout life. This session focuses on the ways in which emotional intelligence skills can be developed and measured in college students.
Evaluating Orientation Programs On-line: A Simultaneous Intervention and Evaluation Tool

10:30 am – 11:30 am
Trinity Ballroom I

Jim Elliott
Deputy Head
Curtin University of Technology
Australia

Orientation programs use a great deal of energy and resources – and we know little about whether they do much good. Traditional paper and pen evaluations do not produce much useful data. This session presents data obtained from a pilot online survey carried out in 2005, and a revised version of the survey carried out in 2006, which is sent to all new students (delivered five weeks into the semester). The survey offers better data about orientation. The session also provides information regarding the online survey instrument that seeks a broad range of data about the effectiveness of orientation and the transition to university.

First-Year Student Success at Nagasaki University

10:30 am – 11:30 am
Trinity Ballroom II

Masato Fujimoto
Research Associate
Nagasaki University
Japan

In 2004, Nagasaki University established the First-Year Student Programs to help students make a successful transition from high school to university study. This includes the transition to both general education and to their area of specialized study. Case studies of our programs will be presented to show how they help students in this transition process.

The Big Class Experience Made Small: Possibilities for Course Management Systems

10:30 am – 11:30 am
Trinity Ballroom III

Anne MacLennan
Sessional Assistant Professor
York University
Canada

This presentation explores the possibilities of course management systems for the first-year student. It charts the differences between the impact of course management systems employed in three classes this year with differing enrollments (i.e., 180, 35, and 18). The greatest benefit and impact is derived from the online community created by course management systems in the large lecture setting.
Indiana Wesleyan University is entering its seventh year of using a purpose-guided approach to working with first-year students. Now studies following the students who have experienced this approach show that this has had a dramatic impact on retention and graduation rates. This presentation provides examples from a broad range of components comprising this approach including life coaching, curriculum integration, and academic advising. Supporting research data is shared.

The lecture is a standard feature of most higher education classrooms. It is arguably the least effective means of engaging students in their own learning. The result is a prevalent malady common to college students around the world: Lecture Induced Mind Paralysis. Participants in this session experience and learn at least 12 ways of making classroom presentations more engaging, interactive, and responsive to the needs of millennial learners.

A set of new courses in design and communication have been introduced at the University of Toronto. The learning objectives include foundational development of competencies in design, independent learning, systems (or holistic) thinking, team dynamics, and communication. The courses, which include experience in professional practice, have substantially changed the first-year experience and the understanding students have of the profession. In this session, we will describe the design courses, explain the special features of these approaches, show examples of student projects, and discuss the challenges and positive outcomes that stem from this experience.

Student voices are often overlooked as a powerful source of rich information on the impact and effectiveness of first-year learning communities (FLCs). A panel of students from two research urban universities, Georgia State and IUPUI, share their experiences and perspectives on the impact of FLCs. This session also discusses focus groups as one viable method for featuring and hearing the voices of students.
Understanding and Working with First Year Students Exhibiting Disruptive Behavior

10:30 am – 11:30 am
Bay

Mary Ann Salotti
Associate Professor, Counseling Center Licensed Psychologist
California University of Pennsylvania
United States

Students talk on cell phones during class, act immaturity, drink alcohol in class, threaten you during advisement when you mention academic consequences, and consistently arrive late and leave class early. University professionals are rightfully concerned about such conduct. During this session, we will review results from a university chairpersons' survey on disruptive student behaviors that are a concern around the globe, and provide strategies for dealing with first-year students exhibiting these behaviors.

Lunch with Poster Sessions
11:45 am – 1:15 pm
Grand Ballroom

We encourage you to visit the Poster Sessions, where you have an opportunity to learn about a variety of initiatives during the 90-minute session at your leisure. Descriptions of the individual sessions follow on pages 29 - 34 of this program book.

P-63
Mapping Self-Assessment to Achievement - 18 Months Later

11:45 am - 1:15 pm
Grand Ballroom

Sherria Hoskins
Senior Lecturer, Department of Psychology
University of Portsmouth
United Kingdom

This session explores the validity of first-year undergraduates’ self-reported confidence in key skills as a predictor of retention and academic achievement 18 months later (N=3,300). This evaluation is based on a theoretical underpinning associated with self-efficacy (Bandura, 1977). Thus, the outcomes will have significant practical and theoretical implications at a time when there is a clear need for evidence-based research to support the introduction self-assessment within Personal Development Planning activities (Burgess, 2004).
The first-year experience is a significant transition period for students. It is important to create dynamic first-year experiences for students to provide a launching pad for the remainder of their college experience. This past year the Honors College at Rutgers-Camden introduced podcasting in the classroom. The introduction of this new technology has allowed students to be creative, cutting edge, and most importantly, heard.

This poster session focuses on a successful, researched peer-support learning program (Supplemental Instruction Scheme) at the City University of Hong Kong. The program helps first-year students become effective learners, increases students' psychological health, and develops a cooperative learning culture where students learn and grow together.

To what degree does your first-year program reflect the uniqueness of your community? Pine Manor College is one of the most diverse private liberal arts institutions in America and has a mission to prepare students for roles of leadership and social responsibility. As such, our community faces some specific transition challenges. This session presents a team-based approach to the design, implementation, and evaluation of a first-year program aimed at creating a seamless learning community.

Four out of every five students entering Hillsborough Community College need to take at least one college preparatory course. Review of student backgrounds revealed that a number of major variables influenced a student's readiness at entry. The most influential aspects being: student's high school track, student's math curriculum, highest level of math course completed, the year a student completed their last math course, and the method of placement into college-level courses.
The results of this self-report study with 170 first-year students from 10 faculties at the University of Latvia indicate that higher scores of perceived social support in the first semester are associated with greater psychological well-being and lower scores on depression, anxiety, and measures of student needs related to social relations and learning problems. The results of this study underscore the potential value of social networks, including peer and faculty advising as well as the need for educational initiatives for raising public awareness about the importance of social support to ensure student well-being and academic success.
P-72
Students’ Perspectives of Parental Support in the College Transition
11:45 am - 1:15 pm
Grand Ballroom

Candace Maylee
Graduate Student

Pamela Sarigiani
Associate Professor of Human Development and Family Studies
Central Michigan University
United States

A survey of 157 first-year students examined students’ perspectives of how parents support the transition prior to starting college and during the first semester, as well as offering students’ recommendations for how parents could have better prepared them. Preliminary analyses indicate material and emotional support are key ways parents support the transition. Results are discussed in terms of the types of parent involvement that students indicate aid in a successful transition.

P-73
Examining FYE Enrollment on Student Outcomes at a Two-Year Community College: A Quasi-Experimental Design
11:45 am - 1:15 pm
Grand Ballroom

Joshua Smith
Assistant Professor of Educational Psychology
Indiana University-Purdue University Indianapolis
United States

Raysen Cheung
Senior Counsellor
City University of Hong Kong
People’s Republic of China

The session describes the results of a study examining the first-year experience (FYE) course enrollment on knowledge of campus resources and first-semester GPA at a community college in the Midwest. Results of an ANCOVA reveal that students in FYE courses demonstrated greater gains on knowledge of campus resources, controlling for pre-test scores, and academic motivation indicates that students in the control condition. Opportunities and challenges associated with assessing FYE courses in community college settings are described.

P-74
A Strategic Approach to First-Year Orientation in a Hong Kong Context
11:45 am - 1:15 pm
Grand Ballroom

Janet Chan
Senior Counsellor
City University of Hong Kong
People’s Republic of China

Higher education in Hong Kong is undergoing a rapid transition from elite to mass university education. With more and more incoming first-generation students with diversified background and abilities, the university orientation is becoming increasingly critical to student adjustment and success. This presentation highlights a strategic approach of extended first-year student orientation developed to meet such challenges. Both existing orientation practices and proposed systemic interventions in City University of Hong Kong will be discussed.

P-75
“Freshman 101” and “(Not Just For) Freshman 102”
11:45 am - 1:15 pm
Grand Ballroom

Sherryl Byrd
Assistant Vice Chancellor for Student Affairs
Auburn University, Montgomery
United States

In 2005, Auburn University Montgomery developed a series of programs designed to help new students be more knowledgeable, comfortable, and successful. During fall semester, “Freshman 101” topics were offered to assist students in getting involved on campus, managing time, studying for exams, dealing with stress, understanding differences, and handling finances. Topics for “(Not Just For) Freshman 102”, a course held spring semester, which was open to all students, addressed healthy lifestyles, learning styles, interacting with professors, ethics of downloading, and preparing for exams.
After completing a two-year pilot program, Tamagawa University initiated a campus-wide first-year seminar program in April 2005. This program was comprised of two required 2-credit hour courses, First-Year Seminar 101 and 102. Approximately 1,800 first-year students are enrolled in 64 classes taught by 64 trained instructors using a textbook designed for the new courses. This educational experiment was developed by Tamagawa University’s FYE Education Center. We will present and discuss the activities and educational impact of the FYE program and Center in this session.

This presentation provides an analysis of the findings from administration of the YFCY (Your First College Year) survey, and how those findings provided the impetus for development of retention initiatives in the College of Health & Human Services. Interventions to improve the first-year experience and enhance retention included: (a) development of an academic support center to provide early intervention for at-risk students and, (b) inception of “Freshman Connect,” a programmatic intervention designed to enhance the faculty-student interaction and student connection with their major. Retention data is examined in relation to the interventions, as well as considerations for campus initiatives, additional assessment, and future research.

Homesickness might be considered a brief, normative part of the first-year transition to college. However, some researchers have argued that homesickness can (a) be an ongoing part of the university experience and (b) have a significant impact on student functioning. The present study is an effort to address this issue by examining associations among homesickness, optimism, and coping skills for undergraduate women at an American university.

At York University, faculty and staff are committed to supporting students’ transition to the university and to the personal and academic success of all students. The First Year Experience: Passport to Engagement Program was developed exclusively for first-year transition to the University. The Series consists of seven critical skills and community-building sessions that provide first-year students with an opportunity to learn more about the rich and vibrant community at York University. The program helps students build the critical skills necessary for success at the university while at the same time increasing their connection to other students and university staff.
The purpose of this study is to investigate the effect of the course entitled First-Year Seminar Business Administration at the Pennsylvania State University on student retention. The First-Year seminar has been conducting the PEP project since 2003 to improve first-year business curriculum and reduce college drop-out rates. Generally, the Picower Embark Program (PEP) project seeks to improve transition from high school to college and retention within college, provide personal development in the areas of diversity, ethical behavior, business leadership, teamwork, life management, and community service, and enhance the inclusion of under-represented students in the full spectrum of business majors and careers. In this session, the presenters share findings regarding the effect of FYS on students’ perceptions and retention.

BIOME is an award-winning online community at the University of Toronto, which provides first-year students with the peer support they need to succeed academically and thrive socially. Over 4,400 students participate in BIOME’s 220 academic and social discussion forums in an asynchronous, extended-text environment. The portal feature of BIOME connects students to resources and opportunities on campus. This presentation shares what works best within BIOME.utoronto.ca, so participants can nurture vibrant communities on their campus.

This presentation addresses these research questions: (a) What are the perspectives of first-year students when engaging in learning through lectures and tutorials? (b) What are the perspectives of lecturers when using lectures and tutorials in first-year student courses? and (c) What is the degree of congruence or incongruence between student perspectives and lecturer perspectives of the FYE?
I-84  
**Fall Semester Study Abroad in Ireland for First-Year Students**

1:30 pm – 2:30 pm  
Trinity Ballroom IV

**Kenneth Heuser**  
Professor of Education  
Plymouth State University  
United States

For the past two academic years, Plymouth State University (PSU) in cooperation with the University of Limerick, Ireland has provided first-year students with the opportunity to study abroad for the fall semester. A PSU faculty member, serving as a mentor and advisor, accompanies the students. This institutional initiative affords students a rich, cultural experience without compromising academic integrity. This session explores the academic model as well as the pros and cons of such a program.

I-85  
**The First-Year Experience at the University of Utah: Partnering Across the Campus and Community**

1:30 pm – 2:30 pm  
Trinity Ballroom V

**Carolyn Bliss**  
Director of the LEAP Program

**Carolan Ownby**  
Director of Peer Advisors, LEAP Program

**Martha Bradley**  
Director of the Honors Program  
*University of Utah*  
United States

Creation of a network of campus and community partners produces allies with a vested interest in first-year student success. Presenters discuss this network in three areas: (a) support services (e.g., library instruction, writing program, residence halls, advising, and high school recruitment), (b) service (e.g., elementary, middle, and high school programs; community service; peer advisor outreach), and (c) academics (e.g., honors program, Colleges of Health, Engineering, Business, Fine Arts, Architecture, Law, and Medicine). We also summarize assessment initiatives.

I-86  
**“Project Success”: Successfully Changing the Culture of Academic Probation for First-Year Students**

1:30 pm – 2:30 pm  
York A

**Amy Roser**  
Coordinator of Student Academic Services  
*Illinois State University*  
United States

Come and learn how Illinois State developed and implemented a comprehensive, and required, probation program that changed the campus culture. Learn about the program components, its impact on student academic success, and how it impacted first-year student retention. Find out how the program components were customized for first-year students. Understand how “Project Success,” in just one year, changed student attitudes about academic probation.

C-87  
**Convergence: Creating An Integrated First-Year Experience**

1:30 pm – 2:30 pm  
York B

**Maria Roca**  
Chair, Department of Communication & Philosophy

**Linda Rowland**  
Director, FGCU Learning Academy

**Alice Brunner**  
Coordinator, Styles & Ways of Learning

**Jessica Rhea**  
Coordinator, Styles & Ways of Learning

**Miles Mancini**  
Learning Academy Faculty & Instructor, Communication  
*Florida Gulf Coast University*  
United States

The presenters detail the efforts made at Florida Gulf Coast University to create an integrated first-year experience. Topics include: learning communities, the first-year reading program, advising, and efforts to converge all components of students’ first year in college. Emphasis on the importance of creating convergence is at the center of this presentation. The challenges to achieve these goals in the context of rapid growth and increasing class sizes is also explored.
Personality Type and Student Success in High-Tech Courses

1:30 pm – 2:30 pm
Bay

Lauren Brown
Academic Adviser/Lecturer
North Carolina State University
United States

Have you ever wondered about all the uses for the personality tests you give your students each year? Some of the Millennial generation students get lost at a high-tech campus, because it is not natural for them. We present research showing how students’ MBTI (Myers-Briggs Type Indicator) types can be used to predict success in these environments.

Getting Engaged, Keeping Engaged, Staying Connected

2:45 pm – 3:45 pm
Trinity Ballroom I

Elizabeth Freeland
Vice President-Student Services and Strategic Initiatives
Cambrian College of Applied Arts and Technology
Canada

Chantale Coutu
Project Coordinator-Office of the Vice President, Student Services & Strategic Initiatives
Cambrian College of Applied Arts and Technology
Canada

Cambrian College has made a strategic commitment to a first-year student experience program that addresses student retention and engagement. This effort has created a culture of student engagement as well as raised staff awareness of the transition to college issues that first-year students face. Presenters outline their successful model of cooperation and collaboration with secondary schools that has resulted in improved and enhanced inter-institutional communication. They also provide an overview of the program and share best practices.

Maximizing Student Motivation From the Start

2:45 pm – 3:45 pm
Trinity Ballroom II

Don Fraser
Professor, Sport Management Program
Durham College

Kathy Kimpton
Registrar/Director Student Success
Confederation College

Marla Robinson
Professor of Mechanical and Industrial Engineering
Mohawk College
Canada

Students show up on the first day of college motivated, eager, and ready to make a clean start. If we can grab on to their motivation and develop it, our students are likely to persist. However, student motivation can be lost as early as that first day, if we fail to address students’ initial needs and meet their expectations. With the Right Start to College Model, we can give our students a foundation for their motivation and lock in their commitment to be successful. This session introduces participants to The Right Start to College model.

The First-Year Student Experience: The Challenge of Diversity

2:45 pm – 3:45 pm
Trinity Ballroom III

Hazel Knox
Senior Research Fellow
University of Paisley
Scotland

This presentation reports how institutional research (based on an analysis of how student demographic characteristics impact performance, persistence, and progression) has been used to inform a major institution-wide first-year student experience project and discusses how various vested interests and sensitivities have been addressed to ensure maximum benefit to the students entering the University of Paisley for the first time. The session also explores the challenges encountered in defining “the first-year student” within the context of a diverse student population, in setting up a structure for the management of a project that embraces the University’s seven schools while retaining an institution-wide approach, and in gathering appropriate data to inform policy change and future strategies for tackling issues of student withdrawal.
Professor “Smith” worked hard all summer to design teaching tools and techniques to promote learning in her introductory chemistry class. Her first-year students report working hard all semester to master the learning demands of the class, yet perceive that the instructor failed to respond effectively to their academic struggles. Sound familiar? This interactive session examines these divergent perspectives on working and learning in higher education and offers practical responses for merging these parallel universes.
I-96
Immersion into the Liberal Arts: Integration and Reflection as Skills

2:45 pm – 3:45 pm
Bay

Janice Kinghorn
Core Program Coordinator

Eli Nettles
Assistant Professor of Mathematics
Antioch College
United States

In 2005, Antioch College transformed its curriculum beginning with the first year by instituting the Core Program experience. The Core immerses students into the liberal arts, taught within a learning community model. The Core establishes strong skills in reflection, integration, writing, critical thinking, and quantitative reasoning. Presenters introduce participants to the Core Program.

AFTERNOON PLENARY ADDRESS

Learning Without Borders

4:00 pm – 5:00 pm
Grand Ballroom

David H. Farrar
Deputy Provost and Vice-Provost, Students; Professor of Chemistry, Faculty of Arts and Science
University of Toronto
Canada

How do you transform a top-ranked research university – an institution that spans 3 campuses and employs 11,000 faculty and staff in 20 faculties, 9 teaching hospitals, and 32 libraries – into one that puts undergraduate students first? With a lot of collaboration, Learning Without Borders chronicles one university’s efforts to remove the walls within and around the campus. Take a virtual tour into this remarkably diverse environment to learn how the University of Toronto is building connections in the first year – between curriculum and co-curriculum, campus and community, and between undergraduate students and the frontiers of research.

REFRESHMENT BREAK
3:45 pm – 4:00 pm
Grand Ballroom Foyer
SHOWCASE OF INITIATIVES
(sponsored by the University of Toronto)

5:30 pm -7:15 p.m.
University of Toronto Chestnut Residence

We extend a warm welcome to delegates for the University of Toronto Showcase of Initiatives. From A to V (Academic Bridging to VIC ONE), fifteen of our outstanding activities specifically focused on enhancing student experience in the first year will be presented by the professors and staff who direct and monitor them. Many presenters have won awards and recognition at the University of Toronto and elsewhere for their work. You will be able to meet the presenters, and have an opportunity to hear about how President Naylor from the University of Toronto is committed to the first-year experience.

Please meet in the hotel lobby at 5:30 pm for the short walk to Chestnut Residence.

Note that this event is for those who pre-registered only.

Dinner on your own
**THURSDAY, JULY 27, 2006**

**Continental Breakfast**

7:00 am - 8:30 am  
Grand Ballroom Foyer

**Conference Registration**

7:30 am - 12:00 noon  
Grand Ballroom Foyer

**Hospitality Desk**

7:30 am - 12:00 noon  
Carleton Room

<table>
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<th>Session</th>
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<th>Time</th>
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| C-97     | Transition from College to University: The First-Year Experience      | Trinity Ballroom II    | 8:15 am – 9:15 am| Eric Massie  
Scottish Funding Council  
Hazel Knox  
University of Paisley  
Scotland |

This presentation focuses closely on the data gathered during research carried out during 2005 and published by the Scottish Funding Council on HNQ to degree studies transition. The presentation outlines the importance of the educational policy of inclusion in order to engage disaffected learners and to promote a robust Scottish economy.

| C-98     | Supporting First-Year Students’ Learning                             | Trinity Ballroom III   | 8:15 am – 9:15 am| Dong Yan  
Lecturer of Computer-Based Education  
Beijing Normal University  
People’s Republic of China |

The first-year students’ early experience in a university will influence their later learning and life. This presentation shares research conducted by the Institute of Teaching and Learning at the University of Sydney. Using the SCEQ (Student Course Experience Questionnaire), 500 first-year students from two normal universities in Beijing were surveyed. From the data analysis, we can draw the conclusion that in the first semester, the students experienced academic adjustment difficulties with gender differences evident. Based on the difference and Chinese special educational system, the paper provided some strategies for the teachers and universities.

| C-99     | Supplemental Instruction (SI): A Student Success Model Across International Cultures | Trinity Ballroom IV  | 8:15 am – 9:15 am| Glen Jacobs  
Director of the Center for Academic Development  
University of Missouri-Kansas City  
United States |

Supplemental Instruction (SI) evolved from its development at the University of Missouri-Kansas City to a learning model used on five continents. Through international collaboration, SI has become a premiere program that flourishes throughout the world as a first-year learning and retention model. Participants will actively engage in discussion on variations of SI and its adaptations that fit the needs of diverse international cultures.

| I-100    | Access to Success: A Comprehensive First-Year Program                | Trinity Ballroom V     | 8:15 am – 9:15 am| Ruth Williams  
Associate Vice Chancellor  
Anthony Lemelle  
Gesele Durham  
Linda Huang  
Kelly Kaiser |

University of Wisconsin-Milwaukee has implemented Access to Success, a comprehensive first-year program that incorporates a summer bridge program, first-year mentoring, first-year transition courses, academic advising, Honors programming, redesigned Mathematics courses, a multicultural student center, tutoring, Supplemental Instruction, team teaching, and an Early Warning System. The assessment results for fall 2005 first-year students participating are promising in their implications for improved retention and achievement for all first-year students.
C-101
Examining Beliefs in the Transitional Space of the College Mathematics Classroom

8:15 am – 9:15 am
York A

Patricia Byers
Doctoral Student
York University
Canada

Viewed through Beach’s (1999) taxonomy of consequential transitions, college students navigate lateral and mediational transitions in their first-semester mathematics learning experiences. The students’ ability to develop mathematical meaning depends upon many factors including their beliefs and attitudes about mathematics and learning mathematics. In a quantitative study using the Learner Characteristics questionnaire (PISA, 2000), college mathematics students revealed effort and persistence in navigating the transitional gap supported by learning strategies, motivation, and self-efficacy.

I-102
Enlisting Parents as Allies for Their Student’s Academic Success

8:15 am – 9:15 am
York B

Jane Jacobson
Director, LAS Student Academic Services

Dana Schumacher
Academic Adviser
Iowa State University
United States

Students don’t come to college alone; they come with their parents. Advisers accustomed to dealing with students have had to adjust to the involvement of millennial families. This session models a parent orientation program using case studies that address parents’ concerns, help them navigate the transition from the customer service approach of recruitment to the teaching function of academic affairs, and introduce them to the people who will help shape their students’ academic experience.

I-103
Team-Teaching: Innovative Partnerships for Success

8:15 am – 9:15 am
Bay

Marti Rosen-Atherton
Director of Counseling Center/University Division

Jody Neathery-Castro
Associate Professor and First-Year Experience Academic Coordinator

Joanne Sowell
Associate Professor of Art History

Nate Bock
Counselor and First-Year Instructor

Cathy Pettid
Counselor and First-Year Experience Instructor
University of Nebraska-Omaha
United States

This presentation highlights the award-winning collaborative first-year experience model at the University of Nebraska-Omaha that pairs academic faculty and Student Affairs instructors to team-teach introductory sections of academic courses integrated with FYE components. The model complements the University’s recent joining of Academic and Student Affairs. Faculty and Student Affairs coordinators and teaching partners highlight the development and implementation of the program. Preliminary assessment indicates higher retention of at-risk students who took FYE courses.
This session shares findings from a qualitative study that investigated the stressors experienced by first-year university students. Through the use of interviews, the researchers discovered that the main stressors included the quantity of academic work, competing demands, commuting, and financial pressures. While the reported stressors did not change across the academic year, the coping strategies changed substantially. Students learned to compartmentalize their time and coped by altering expectations. Commuters reported different stressors and coping strategies than non-commuters. Recommendations are made to assist students adjust to university.

Colorado College has spent the past five years re-designing the orientation experience. Students are provided with an interactive orientation to the College, their peers, and the surrounding area. By interacting with returning students, alumni, and faculty, new students establish connections that will help ensure their success. As part of New Student Orientation, each incoming student participates in an off-campus, four-day service or backpacking experience. This session will stimulate thought and discussion regarding the first experiences we facilitate for students.

This presentation contends that in addition to academic excellence, a community must be created wherein peer tutors are committed to fairness, tolerance, collegiality, and civic responsibility. It is within this community that the academic achievement of students is dramatically and positively affected. Through their participation in the program, the peer tutors not only assist other students, but they also learn more about themselves while accepting the challenges and ideals for which Edinboro University stands. The presentation introduces participants to this peer mentoring model and shares research about the relationship between peer tutoring and caring.

Columbia College Chicago's new first-year seminar, New Millennium Studies (NMS), assesses student work with a portfolio that combines creative projects with artist's statements. This presentation discusses the process of creating consensus among NMS's faculty in articulating expectations for the artist's statements and creative work, as well as efforts to communicate those ideals to students. We share strategies and language that might be adapted by other institutions that face similar challenges in collaboratively authoring shared expectations.
C-108
Setting the Stage for Success: Evidence-Based Approaches for First-Year Students
9:30 am – 10:30 am
Trinity Ballroom V

Miki Crawford
Associate Professor and Director of Technical and Applied Studies
Ohio University Southern Campus

Norma Ryan
Birth Defects Program Coordinator
Ohio Department of Health

Kim Keffer
Director of Enrollment Services
Ohio University Southern Campus

Cynthia Spiers
Associate Vice President of Student Affairs
Rhode State College

Kenneth Hoyt
President
Centenary College
United States

The panel will address: (a) How to implement degree planning in first-year programming, and (b) a rubric for student self-assessment in writing and diversity awareness. Handouts providing information on an introductory course on campus technology and resources, strategies for mentoring and facilitating student learning in a creative manner, and 12 factors that affect retention and fit into Tinto's model of social integration will be distributed.

I-109
From Senioritis to College 101 in High School
9:30 am – 10:30 am
York A

Georgia Karioti
Coordinator for ESL and International Students

Donna Younger
Director, Learning Center
Oakton Community College
United States

This session introduces participants to a dynamic partnership between Oakton Community College and two local high schools who have created a program to better serve first-generation students. The partnership includes a College Success Seminar taught at local high schools by Oakton faculty. Panelists explain how the program was created and share student successes and challenges. The program received an Innovation Award from the Illinois Council of Community College Administrators in 2004.

C-110
Why Smart Students Fail: Emotional Intelligence and College Success
9:30 am – 10:30 am
York B

Deborah Seaburg
Associate Professor/Counselor
Minnesota State University
Moorhead
United States

Jon Duffy
Postsecondary Partner Relations Consultant
Multi-Health Systems, Inc.
Canada

Emotional Intelligence (EI) is as important to college success as academic intelligence. Self-awareness, interpersonal effectiveness, adaptability, stress tolerance, and optimism are EI factors that may make the difference between student success and failure. EI's relationship to academic success and the framework of a personal development class designed to enhance college student EI will be presented. In addition, a variety of activities used in the class to address factors of student EI will be shared.

I-111
Embedding Transition Philosophy Within the Academic, Professional, and Administrative Processes of a Large University
9:30 am – 10:30 am
Bay

Karen Nelson
Senior Lecturer, School of Information Systems
Queensland University of Otago

Sally Kift
Associate Professor of Law

Wendy Harper
Intranet Services Manager

Julia Humphreys
First-Year Experience Program Coordinator
Queensland University of Technology
Australia

A successful first-year experience program requires (a) students to encounter curriculum sensitive to their realities, (b) timely access to support, and (c) opportunities to become part of a community of learners. Leveraging from the foundations of extensive curriculum reform, two faculties and two divisions in a large university have embarked on an ambitious program of change that aims to integrate student-centric academic, professional, and administrative processes. This presentation describes the second (pilot) phase of this multidisciplinary institutional initiative.
We built our first-year inquiry seminar to help our students in their transition to the University. After analyzing five years of student records, we found positive links to retention, standing, and honors. Next, going beyond these standard indicators, we tested students’ skills in research, writing, presentation, and team work, up to five years after the course. We found increased loyalty to our university, deeper motivation for learning, and a two-year advantage in research skills, reporting skills, and self-evaluation.

This session critically reflects upon the steps of a Scottish university in an ongoing journey towards enhancement of its first year. Emphasis is placed upon engagement at the national, sectoral, institutional, and departmental levels, along with the collaborative and inclusive nature of this initiative. Particular consideration is given to the importance of students as major players within this agenda.

As part of Illinois State University’s efforts to continue the momentum and campus-wide support for the first-year experience program following our work as one of the Founding Institutions with the Foundations of Excellence in the First College Year Project, Illinois State University created a Provost-appointed Council for the First-Year Experience. The Council, formally created by the Provost in May of 2005, includes faculty, students, and staff from academic and student affairs. The Council is charged with implementing the Action Plan that was an outcome of our work with the Foundations Project and continually reviewing processes related to the student learning and development outcomes of our first-year students. We offer a strong and comprehensive first-year experience that includes programs that are administered through various campus units. Learn about the strategies we used and the challenges we faced as we continue to coordinate, enhance, and assess our comprehensive first-year experience programs.
I-116
Coherence, Connection, and Cohesiveness in the First-Year Experience Program at Hobart and William Smith Colleges

10:45 am – 11:45 am
York B

Lisa Kaenzig
Assistant Dean

David Mapstone
Assistant Dean

Marie-France Etienne
Associate Dean of Faculty

Christine De Denus
Associate Professor of Chemistry
Hobart and William Smith Colleges
United States

In this session, we present the new initiatives that have transformed the first-year experience at Hobart and William Smith Colleges. These initiatives, launched under the rubric of coherence, connection, and cohesiveness, strengthen the positive aspects of the program we already had, foster strong connections between all aspects of the program, and allow the students to have a profound integrative learning experience.

F-176
Is it Possible to Sustain Individual Spirituality, Authenticity, Wholeness, and Self-Renewal in the Academy Today?

10:45 am – 11:45 am
Trinity Ballroom III

Mary Stuart Hunter
Director, National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina

Betsy O. Barefoot
Co-Director, Policy Center on the First Year of College Fellow, National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina

John N. Gardner
Executive Director—Policy Center on the First Year of College Senior Fellow, National Resource Center for The First-Year Experience and Students in Transition
University of South Carolina
United States

It seems that many faculty and staff today struggle with incongruities in their academic lives. Do our institutional cultures fuel incongruence or do they encourage authenticity? What kinds of collegial behavior or administrative policies and actions are likely to generate values conflicts or inauthentic behavior? In this session, participants will be encouraged to think deeply about their own beliefs and values and consider how their institutional cultures foster authenticity or perhaps generate intra-personal conflict.

CLOSING TOWN MEETING

12:00 noon - 12:30 pm
Trinity Ballroom I

Please join us as we look back on what we have learned this week and discuss where we go from here. The staff of the National Resource Center and co-hosting institutions will give final reflections on the conference and encouragement for the future.
Abilene Christian University
The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. Students choose from more than 70 baccalaureate majors that include more than 100 areas of study, 25 master's degree programs, and one doctoral program. ACU's annual enrollment is approximately 4,700 students from across the U.S. and 60 nations.

Antioch College
Antioch College is a private, liberal arts college located in Yellow Springs, Ohio. Antioch is a pioneer in cooperative education; students alternate between terms of study on-campus and terms of full-time employment. For 150 years, Antioch has been known for its commitment to educational innovation and social justice.

Auburn University
Auburn University is a preeminent land-grant and comprehensive research institution with more than 23,000 students and 6,500 faculty and staff. Ranked among the top 50 public universities nationally, Auburn is Alabama's largest educational institution, offering more than 230 undergraduate, graduate, and doctoral degree programs.

Auburn University Montgomery
Auburn University Montgomery (AUM), the metropolitan campus of a land-grant institution, is located in Alabama's capital city. AUM enrolls 5,200 students in bachelors, masters, and educational specialist degrees as well as doctoral programs with Auburn University. Majors are offered in the schools of Business, Education, Liberal Arts, Nursing, and Sciences.

beBetter Networks, Inc.
beBetter Networks, Inc. is a leader in helping individuals effect lasting behavioral change in their lifestyle and promoting physical and emotional wellness within organizations. Through their College Performance Assurance Program (CPA), beBetter offers professional assessment and coaching services founded on emotional intelligence. With a focus on the development of specific EI skills beBetter helps assure students success in making the often difficult transition into higher education.

Beijing Normal University
Beijing Normal University was the earliest established teacher-training university in China, and it grew out of the Faculty of Education of the Metropolitan University founded in 1902. For the last one hundred years, the faculty and students of Beijing Normal, motivated by a strong sense of responsibility for the nation and the people, have strived to live up to the motto of “studying to teach and acting to example,” and they have cultivated a fine tradition of patriotism, progress, honesty, and innovation. Currently, the University has 27 schools and departments and 12 institutes.

Bowie State University
Bowie State University, the oldest HBCU in the State of Maryland, is a four-year institution. In 1995, the University received an multimillion dollar award from NSF/NASA to become one of only six national Model Institutions for Excellence in science, engineering and mathematics. The award fostered a supportive, rigorous and collaborative environment that allowed an increase in student performance in the aforementioned areas.

Buffalo State
Buffalo State is the largest four-year college in the State University of New York system, with undergraduate and graduate programs in the arts, sciences, and education. Core values include access to quality public higher education, quality teaching and learning, respect for diversity and individual differences, and service to society.

Brigham Young University Hawaii
Brigham Young University Hawaii is a private, undergraduate, religiously-affiliated institution with an enrollment of 2,400 students. Nearly half of the university's enrollment is international, with students from over 70 countries worldwide, the majority from Asia and the Pacific. BYU-Hawaii seeks to develop leadership skills in a harmonious multicultural environment.

Brown University
Brown University is located in Providence, Rhode Island and it has approximately 5800 undergraduate students. The University's mission is to serve the community, the nation, and the world by educating and preparing students to “discharge the offices of life with usefulness and reputation,” through a partnership of students and teachers in a unified community known as a university-college.

California University of Pennsylvania
California University of Pennsylvania, founded in 1852, has three main goals: student achievement and success, institutional excellence, and community service. These ends are achieved through high quality faculty, students, programs, and facilities, and these means are funded through an energetic program of resource acquisition and stewardship. We aspire to be recognized as the best comprehensive public university in America.

Cambrian College
Cambrian College is one of 24 community colleges in Ontario. Located in Northern Ontario, Sudbury (population 165,000), is a medium-sized college with an enrollment of 4,200 full-time students and approximately 10,000 part-time registrants. There are over 70 full-time one-year, two-year, and three-year programs.

Carleton University
Located in Ottawa, Carleton University is a dynamic, research-intensive university offering 65 programs of study. Over 23,000 students register in areas as diverse as public affairs, journalism, engineering, high technology, and international studies. Carleton also offers 50 areas of study at the master's level and 23 doctoral fields, and both work-study and co-op programs.

Centenary College
Centenary College is a community of learners distinguished by a diverse student body, a dedicated faculty and staff, and stimulat-
Institutional Statements

ing educational opportunities. Centenary College is committed to a quality liberal arts and career studies education with a substantial international dimension to engage students in learning and prepare them for satisfying careers, successful lives, community service, and lifelong intellectual pursuits.

Central Michigan University
Central Michigan University is a large residential, comprehensive university in Mt. Pleasant, Michigan with an enrollment of nearly 20,000 students in on-campus programs and 8,000 students in off-campus programs. CMU is recognized by the Carnegie Foundation for the Advancement of Teaching as a doctoral/research-intensive university offering baccalaureate and graduate programs.

City University of Hong Kong
City University of Hong Kong aspires to be internationally recognized as a leading university in the Asia-Pacific region. The University has achieved phenomenal growth since its establishment in 1984. It has now a student population of 26,045 enrolled in over 145 programmes at the associate degree, undergraduate and post-graduate levels.

Colorado College
A private, four-year liberal arts college, Colorado College is located in downtown Colorado Springs, CO. Best known for our innovative Block Plan, where students take and professors teach only one course at a time, Colorado College is consistently ranked in the top tier in *U.S. News & World Report* for academic excellence.

Columbia College Chicago
Columbia College Chicago is an undergraduate and graduate college whose principal commitment is to provide a comprehensive educational opportunity in the arts, communications, and public information within a context of enlightened liberal education. Located in Chicago's South Loop, Columbia is an open-admissions institution that enrolled approximately 1800 new freshmen in fall 2005.

Confederation College
Confederation College is committed to student success. We are a dynamic and innovative community college providing quality learning opportunities and excellent services to our students. We provide excellent, accessible, learner-centered education connecting learners, the communities of Northwestern Ontario, and the global workplace. We believe learning is our reason for being. Working together, we achieve our mission through our attitudes and actions.

Crafton Hills College
Crafton Hills College is a comprehensive community college located 60 miles east of downtown Los Angeles. As part of the San Bernardino Community College District, the college sits on 580 acres of wooded hillside above Yucaipa, California. CHC has a total enrollment of 5300 students and awards associate of arts and science degrees in 31 degree and 25 occupational certificate programs.

Curtin University of Technology
Curtin University of Technology, the largest university in Western Australia has its main campus 6 kilometres from Perth, the capital of Western Australia. It currently has over 31,000 students (11,000 of those are offshore and international) studying programs in business, engineering, health sciences, humanities, science, mining, agriculture, and in Aboriginal Studies. Curtin is a world-class, culturally diverse and internationally focused institution with a comprehensive range of programs.

Durham College
Durham College is a post-secondary college located in Oshawa, Ontario. It offers nearly 100 programs in the post-secondary, skilled trades, apprenticeship, and access areas. The college has over 2,100 courses, 61 certificate programs, and 12 diploma programs in a wide variety of career and personal interest subject areas. Durham College is one of North America's leading providers of training for comprehensive quality solutions including inspection, quality engineering, training, and consulting focused on quality assurance systems.

Edinboro University of Pennsylvania
Edinboro University of Pennsylvania is the largest and oldest university in northwestern Pennsylvania. Founded by Scots-Irish settlers nearly 150 years ago, the University has earned recognition by Colleges of Distinction as an institution that exemplifies excellence in: recruiting, innovative learning experiences, high quality teaching, campus atmosphere, and successful graduates. Edinboro University is one of the 14 universities in Pennsylvania's State System of Higher Education.

Florida Gulf Coast University
Florida Gulf Coast University, entering its 10th year, is a comprehensive public university with a focus on undergraduate education. FGCU is dedicated to civic engagement and ecological literacy. Located in Southwest Florida, FGCU believes that a public university should be a citizen and address the needs of all its constituents.

Gallaudet University
Gallaudet University in Washington, DC, is the world’s only liberal arts university for deaf and hard of hearing students. Founded in 1864 by an Act of Congress, its charter was signed by President Abraham Lincoln. Enrollment is approximately 2,000 undergraduate and graduate students.

Georgia State University
Georgia State University enrolls approximately 24,000 students in a quarter and over 34,000 different students per year take courses for credit. Several thousand bachelors degrees are awarded annually in over 200 majors, as well as over 1600 masters degrees and 170 doctoral degrees. Georgia State University seeks to provide a range of curricular and co-curricular activities which prepare students to think critically, make ethical and informed choices, appreciate diverse cultures and ideas, become creative problem-solvers, and demonstrate responsible citizenship.
Hampshire College
Hampshire College, a progressive liberal arts college (and member of the vibrant Five-College community) in Amherst, Massachusetts, graduates students with the skills and perspectives necessary for understanding and participating responsibly and creatively in a complex world. It fosters this mission through student-faculty collaboration, individualized programs of study, multidisciplinary curricula, and critical inquiry.

Haverford College
Haverford College is a coeducational undergraduate liberal arts college founded in 1833 by members of the Religious Society of Friends (Quakers). While the College is not formally affiliated with any religious body today, the values of individual dignity, academic strength, and tolerance upon which it was founded remain central to its character.

Hillsborough Community College
Hillsborough Community College, Tampa, Florida, is a public comprehensive institution of higher education accredited by SACS to award associate degrees, diplomas, and certificates. With an annual enrollment of more than 45,000, HCC ranks 5th in size among Florida’s 28 community colleges and 19th in the number of associates degrees awarded in all disciplines among the nation’s 1,173 community colleges.

Hobart and William Smith Colleges
Hobart (for men) and William Smith (for women) Colleges are located in the Finger Lakes region in Geneva, New York and were founded respectively in 1822 and 1908. In 1908 the two colleges entered into a coordinate arrangement that is now unique among American Colleges. “A college with a conscience,” HWS (1800 students) is committed to providing an integrative learning environment that is interdisciplinary, globally-focused, and grounded in the values of equity and service.

Houghton Mifflin College Survival
Houghton Mifflin is one of the leading educational publishers in the United States, publishing textbooks, instructional technology, assessments, and other educational materials for teachers and students of every age. The Company also publishes an extensive line of reference works and award-winning fiction and nonfiction for adults and young readers. With its origins dating back to 1832, Houghton Mifflin Company combines its tradition of excellence with a commitment to innovation in order to satisfy the lifelong need to learn and be entertained.

Illinois State University
Illinois State University, the first public university in the state, is a doctoral research intensive university with an emphasis on undergraduate education offering more than 160 fields of study in six colleges. Illinois State has an enrollment of 20,400 students (2,500 graduate students) and is located in the twin-city community of Bloomington-Normal near the geographic center of Illinois.

Indiana State University
As a publicly-assisted institution of higher learning, Indiana State University embraces its mission to educate students to be productive citizens and enhance the quality of life of the citizens of Indiana by making the knowledge and expertise of its faculty available and accessible. These purposes are served when the University disseminates knowledge through instruction and extends and applies knowledge through research, creative and scholarly activities, and public service.

Indiana University of Pennsylvania
Indiana University of Pennsylvania, a Doctoral I institution, is the largest member school in the PA State System of Higher Education with an enrollment of over 14,000 students. It offers over 130 undergraduate degrees and 45+ graduate programs. The campus is located northeast of Pittsburgh in the heart of rural Indiana County in a small town setting. IUP is noted as one of America's Best Colleges in U.S. News and World Report, 2006 and Princeton Review’s Best Colleges.

Indiana University-Purdue University Indianapolis
Indiana University-Purdue University Indianapolis (IUPUI), a partnership between Indiana and Purdue Universities, is Indiana’s urban research and health sciences campus. Our schools and academic units grant degrees in over 200 programs. By offering a distinctive range of bachelor’s, master’s, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana.

Indiana Wesleyan University
Indiana Wesleyan University (IWU) is a comprehensive, private university with its main campus in Marion, Indiana. IWU’s mission is to produce students prepared and committed to engagement in world changing endeavors. An evangelical Christian commitment permeates the university’s programming and culture and guides an institutional focus on encouraging students to pursue their life purpose.

Iowa State University
Iowa State University is a Carnegie Foundation Doctoral/Research-Extensive university. Chartered in 1858, ISU is designated as the first “land grant” university in the U.S. Today Iowa State’s nine colleges offer over 100 undergraduate degrees and nearly 200 fields of study leading to graduate and professional degrees.

Jinan University
Jinan University, situated in Guangzhou, Guangdong is centennial and one of the “211” key national universities in China. Undergraduate and graduate courses offered by the 20 colleges and schools cover almost all the academic disciplines. Currently there are 23,752 students coming from 77 countries and regions, among which 10,270 are overseas students.

Kingston University
Kingston University is situated southwest of London. In UK terms, it is a medium-sized university (approximately 15,800 students)
INSTITUTIONAL STATEMENTS

offering a comprehensive range of subjects. The largest number of students in the University are undergraduates, with strong postgraduate taught programs in a number of subject areas. The University’s mission statement stresses the commitment to widening participation.

Knowledge Science & Engineering Institute
Knowledge Science & Engineering Institute (KSEI) in BNU conducts research on learning issues and develops educational software and e-learning systems as well as knowledge management from the perspective of diffusion of learning and technical support.

Kutztown University
Located in Kutztown, a rural community within an hour's drive from Philadelphia, Kutztown University is one of 14 public universities in the Pennsylvania State System of Higher Education. The university enrolls approximately 10,000 students, mostly from Pennsylvania (but 19 states and 39 nations are represented) in graduate and undergraduate programs.

Marquette University
Marquette University, a mid-sized, residential, urban, Catholic, Jesuit, Ph.D. granting university located in Milwaukee, Wisconsin, USA enrolls 7940 undergraduates and 2350 graduate students in seven colleges, including Business, Engineering, Education, and Nursing, and professional degree programs including law, dentistry, business, physical therapy, physicians assistant, engineering, and nursing.

McMaster University
McMaster University, located in Hamilton, Ontario, has a long-standing reputation as Canada’s “most innovative” university, pioneering programs that have changed how professors teach and students learn. Our Centre for Leadership in Learning supports new educational initiatives including their evaluation and dissemination. The current research was funded by the McConnell Family Foundation.

Metropolitan College of New York
Metropolitan College of New York is a small college for liberal arts and professional studies that primarily serves an economically disadvantaged adult student population. It is committed to a philosophy of “purpose-centered education” that seeks to integrate theoretical academic study and career preparation into a single framework that emphasizes experiential learning.

Multi-Health Systems, Inc.
MHS, Inc. is an international publisher of validated assessment tools including two of the most recognized measures of emotional intelligence. The Emotional Quotient Inventory (EQ-i) has been found to be highly correlated with first year academic success and is used as a student development and retention tool by first-year programs. Since 1983, Multi-Health Systems (MHS) software has contributed to advancing behavioral medicine by developing decision-making and diagnostic tools for professionals and organizations worldwide. MHS assessments surpass reliability, scientific validity, and utility standards. MHS leads the field in health psychology, corrections and forensic assessment, and organizational development.

Middle Tennessee State University
Middle Tennessee State University, a coeducational, tax-supported, comprehensive institution, is in Murfreesboro, a city near Nashville. The University consists of seven colleges and is a Ph.D. intensive university. With a full-time faculty of over 870, the student population is over 22,000, from Tennessee, 47 states, and over 90 countries.

Millersville University of Pennsylvania
Millersville University of Pennsylvania, located in scenic Lancaster County, is one of the 14 state-owned institutions of higher education that make up the Pennsylvania State System of Higher Education. Millersville offers 51 Bachelor's and three associate degree programs in the arts and sciences, business, industrial technology, and education.

Minnesota State University Moorhead
Minnesota State University Moorhead enrolls 7600 students, providing baccalaureate and graduate programs in liberal arts, natural and social sciences, teacher education, business, technology, fine arts, and professional areas. Approximately one-fourth of the 1250 freshmen take an optional FYE course that may be designated for athletes, specific majors, or undecideds.

Mohawk College
Mohawk College annually serves 10,000 full-time, 3,000 apprenticeship, and 300 international students, as well as 5,000 adult learners, and 42,000 Continuing Education registrants. Mohawk offers over 100 full-time programs and 1,000 Continuing Education courses to the communities of Hamilton, Burlington, Brantford, and the surrounding region.

Mount Holyoke College
As the first of the Seven Sisters—the female equivalent of the once predominantly male Ivy League—Mount Holyoke established higher education for women as a serious endeavor. Our long, distinguished history of educating leaders arises from a powerful combination of: academic excellence, a tight-knit, diverse, and international community, a worldwide network of alumnae, and the conviction that women can and should make a difference in the world.

Nagasaki University, Research and Development Center for Higher Education
Research and Development Center for Higher Education at Nagasaki University was founded for the purpose of studying general education, promoting faculty development, and facilitating the redesign of classes. This center consists of three divisions. The division of program design for first-year students was established to help students make a successful transition from high school to university study.
North Carolina State University
North Carolina State University is a land-grant institution founded in 1887. Although the institution is a nationally recognized leader in science and technology, the student population of 30,000 can obtain a degree in over 100 majors ranging from engineering to the humanities. Through its 10 colleges a faculty of over 1800 strive to serve the residents of North Carolina and beyond.

Oakton Community College
Oakton Community College (OCC) was established in 1969 and is accredited by The Higher Learning Commission and the North Central Association. Oakton Community College District 535 serves 450,000 residents in the surrounding communities. OCC is dedicated, first, to excellence in teaching and learning. OCC challenges our students to experience the hard work and satisfaction of learning that leads to intellectual growth, and we support them academically, emotionally, and socially.

Ohio Department of Health
The Ohio Department of Health (ODH) is a high performance organization of dedicated professionals leading Ohioans to achieve optimal health. Core values are: Leadership, Excellence, Accountability, and Partnership.

Ohio University Southern Campus
Ohio University Southern Campus is a public university providing a broad range of educational programs and services. The mission of Ohio University Southern is to provide the tri-state area with opportunities for quality education. Ohio University Southern will promote an enhanced quality of life through multicultural, intellectual, academic, personal, professional, economic, and social development.

Pennsylvania State University
Pennsylvania State University is a research, land-grant university, with about 80,000 students at 23 locations across the Commonwealth. Although the University is privately chartered by the Commonwealth, it carries out many of the functions of a public institution and promotes the general welfare of the citizenry. Penn State’s instructional mission includes undergraduate, graduate, and continuing education informed by scholarship and research. The research, scholarship, and creative activities promote human and economic development through the expansion of knowledge and its applications in the natural and applied sciences, arts, humanities, and selected professions.

Pine Manor College
Pine Manor College (PMC) is a four-year liberal arts college dedicated to preparing women for roles of inclusive leadership and social responsibility. PMC is proud of its three year ranking as the most diverse BA liberal arts college in America according to U.S. News & World Report.

Portland State University
Portland State University is Oregon’s largest and most diverse public university. It offers more than 60 undergraduate and 40 graduate programs to 24,000 students including fine and performing arts, liberal arts and sciences, business administration, education, urban and public affairs, social work as well as engineering and computer science. Its mission includes excellence in student learning, innovative research, and community engagement to support and enhance curricula while opening doors to internships and academic opportunities.

Plymouth State University
Plymouth State University, located in the White Mountains and Lakes Region of New Hampshire, was established in 1871 as Plymouth Normal School. The institution now serves the state and region as a comprehensive higher education institution with undergraduate and graduate programs in Education, Business, and the liberal arts and sciences.

Queen’s University
Queen’s is one of Canada’s leading research-intensive universities, with an international reputation for scholarship, social purpose, spirit, and diversity, as well as an incomparable 24-hour learning environment. Queen’s offers a wide range of academic opportunities at both undergraduate and graduate levels to approximately 20,000 students in a variety of academic disciplines.

Queensland University of Technology
Queensland University of Technology (QUT) is one of Australia’s largest universities, enrolling 40,000 students, over three campuses. It offers a broader range of undergraduate degrees than most other universities, leading to large first-year cohorts within many disciplines. QUT’s first-year transition practices are based on the core principal of engaging students in their learning.

Rhodes State College
Rhodes State College is a public, state-assisted institution of higher learning which is chartered to provide degree granting career education programs, non-credit workforce development, and consulting for business and industry. The College prepares students for entry into careers, develops the regional workforce through credit and non-credit occupational training, and offers curricular programs that prepare students for transfer completion baccalaureate programs at selected colleges and universities. Our core institutional values of integrity, caring, responsibility, respect, and quality guide our policies and practices.

Rutgers-Camden, New Jersey-The Honors College
The Honors College at Rutgers-Camden, New Jersey is a community of student and faculty scholars who participate in a challenging academic program that includes honors seminars, junior and senior year projects, and extracurricular activities. The Honors College strives to create new and dynamic experiences for its students, faculty, and staff.

Ryerson University
Ryerson University has over 21,000 full-time students and has the largest undergraduate faculty of business in English-speaking Canada. The special mission of Ryerson University is the
advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields.

**Scottish Funding Council**
The Scottish Further and Higher Education Funding Council (SFC) is the body that distributes funding for teaching and learning, research and other activities in Scotland’s colleges and universities. There are 43 colleges and 20 higher education institutions in Scotland funded by SFC. The SFC also provides colleges with bursaries, hardship, and childcare funding for their non-advanced learners.

**Seneca College of Applied Arts and Technology**
Seneca College of Applied Arts and Technology is the largest college in Canada with 100,000 students receiving internationally recognized career education and training on campuses across the Greater Toronto Area. Every Seneca program delivers the advanced learning and hands-on experience demanded by employers today and prepares graduates for real success in their chosen careers.

**Seoul National University**
The faculty of Liberal Education at Seoul National University is responsible for establishing policies and plans for Liberal Education, implementing General Education courses, and evaluating them. Also, it offers various innovative special programs fit for the needs of students who have to adapt and lead the rapidly changing globalized society.

**Simon Fraser University**
In its 40 years, Simon Fraser University has gained an international reputation for its strengths in the liberal arts and sciences, as well as for its innovative interdisciplinary and professional programs. At SFU’s Surrey Campus, the pursuit of academic excellence starts with first-year cohort programs and unique programs in interactive arts and technology, computing science, entrepreneurship, management and technology, and mathematics operations research.

**The Smeal College of Business at the Pennsylvania State University**
The Smeal College of Business at the Pennsylvania State University offers the first-year seminar course (PSU 006) as an introduction to the university’s academic life services, opportunities for interactive group working closely with a faculty member, and a review of majors in the Smeal College of Business.

**Southwest Georgia Technical College**
The rural communities served by Southwest Georgia Technical College depend upon our graduates to fill vital positions in business, industry, and the medical field as evidenced by our 99.5% placement rate. Student success through learning is paramount. We empower students for life beyond graduation from associate degree and certificate programs.

**St. Edward’s University**
St. Edward’s University is a four-year, Catholic, independent, liberal arts university founded in Austin, TX, in 1885 by the Brothers of Holy Cross. Current enrollment is 3047 traditional undergraduates. In the fall, 680 new first-year students will participate in the Freshman Studies Program, a university learning community since 1972.

**Staffordshire University**
Staffordshire University is a large university with approximately 9,000 full-time and 5,200 part-time students. It is situated on three main campuses, Stoke-on-Trent, Stafford, and Lichfield. Staffordshire University has a proud history of providing vocational courses to its local communities as well as to regional, national and international students.

**State University of New York at Buffalo**
State University of New York at Buffalo was founded in 1846 as a private medical college and merged with the State University of New York system in 1962. Today UB is New York State’s premier public center for graduate and professional education, as well as the state’s largest and most comprehensive public university. A member of the prestigious Association of American Universities, the University at Buffalo stands in the first rank among the nation’s research-intensive public universities.

**Suffolk County Community College**
Suffolk County Community College has over 21,000 students spread across three campuses on Long Island. The campuses, located strategically throughout the county, provide students with over 65 degree programs. Traditionally, many graduates continue on to four-year institutions while others go on to work directly after completing their associate’s degree.

**Tamagawa University**
Tamagawa University is a higher education division of Tamagawa Gakuen, which is located in the outskirts of Tokyo. Tamagawa University now has 7,470 students in six Schools (Humanities, Agriculture, Engineering, Education, Business Administration, and Arts) and four Graduate Schools (Humanities, Agriculture, Engineering, and Management).

**Temple University**
Temple University has been dedicated to providing educational excellence and opportunity for more than 100 years. While the University especially serves students from Greater Philadelphia, it is enlivened by a rapidly increasing number of students from across Pennsylvania, throughout the nation, and around the world. Approximately, 24,000 undergraduate students were enrolled for Fall 2005.

**Teresa Farnum & Associates, Inc.**
Teresa Farnum & Associates, Inc. (TFA) offers change-management consulting to institutions to help recruit, retain, and graduate students. TFA provides high-quality services at affordable fees: retention assessments; workshops on retention, faculty role in retention,
advising, quality service; on-going partnerships; retention planning; and any other customized service to improve the student experience.

**Texas Tech University**
Texas Tech University is a public university in northern Texas (USA). The university has approximately 23,000 undergraduate students in diverse areas of study (e.g., Business, Engineering, Arts, Sciences, Mass Communication). The Human Development and Family Studies Department (in which the homesickness study was conducted) has approximately 1400 undergraduate students.

**Thompson Rivers University**
Thomson Rivers University is located in Kamloops, in the southern central region of BC. Over the last twenty years TRU transformed from community college (Cariboo College) to an university-college (UCC), and most recently to a university with a mandate to maintain comprehensiveness and to continue to serve its region. TRU offers its 15,000 students a unique combination of traditional degree programs, along with flexible degree completion through distance education as the BC Centre for Open Learning.

**Trent University**
Trent University is a primarily undergraduate institution located in central Ontario, Canada. Current enrolled is about 8,000 students; approximately 3% of the students are graduate students and about 15% are part-time students.

**Virginia State University**
Virginia State University began in 1882. VSU is a land-grant university that offers students an excellent education in a supportive university community. The university has increased the number of its honors students, renovated its residence halls and other campus buildings, and completed its first multi-million dollar capital campaign.

**United Arab Emirates University**
The United Arab Emirates University (UAEU) was established from an initiative from the President of the United Arab Emirates in 1976. His Highness envisioned the University becoming a federal institution with an Arab-Islamic identity, and a focus on intellect, culture, and science. The University mission is to realize the aspirations of the society, deepen its ambitions, and consolidate its foundations. It has a vital and effective place in the Union, contributing significantly to the development of its modern country and utilizing its potential resources.

**Unity College**
Unity College is a small, private institution in rural Maine that offers a liberal arts education focusing on natural resources and environmental studies. Graduates of Unity are environmental planners, game wardens, park rangers, teachers, and foresters. They are committed to service and to the natural world.

**The University of Alabama at Birmingham**
The University of Alabama at Birmingham serves as one of the nation's top ranked universities in research support, higher education, and utilizing its potential resources.

**University of Arizona**
Established in 1885 as Arizona’s land-grant university, the University of Arizona is a Research Extensive university with 13 undergraduate colleges and a student body of just under 37,000 students, approximately 28,000 of whom are undergraduates. Undergraduate students are from 124 countries and all 50 states, and 25% are ethnic minorities.

**University of Arkansas at Little Rock**
University of Arkansas at Little Rock (UALR) is a metropolitan university of approximately 12,000 students, the only one of its kind in a predominantly rural southern state. Little Rock offers students employment advantages of high-tech industries and a vigorous medical research community, in addition to its more traditional businesses. Many older returning students, second degree seekers, and first-generation college students enrich the student population.

**University of Auckland**
The University of Auckland is New Zealand’s largest residential University and research institute with over 40,000 students in 8 faculties offering professional and general degrees. The University of Manchester is the largest single-site university in the New Zealand. The research intensive institution offers more than 500 degree programmes to a student body of 35,000.

**University of Bradford**
The University of Bradford has 10,000 students and is a successful research oriented vocational university with the dual strap lines of “Making Knowledge Work” and “Confronting Inequality: Celebrating Diversity. It is a chartered university and recognized as the most socially inclusive University in the UK.

**University of Calgary**
The University of Calgary is one of four universities in the Province of Alberta. It offers 80 academic programs through 15 faculties with a current enrollment of almost 29,000 full time students at both the undergraduate and graduate levels.

**University of California at Berkeley**
The University of California at Berkeley is located in the San Francisco Bay Area. The university is a competitive research-oriented public university and is rated among the top institutions in the nation. The undergraduate enrollment is 22,800 with approximately 250 students with learning disorders receiving services from the Disabled Students’ Program.
Institutional Statements

University of Connecticut
The University of Connecticut is the state's flagship institution, founded in 1881. It has 13 Schools and Colleges offering 103 undergraduate majors, 88 fields of graduate study, and five professional degree programs. There are a total of 20,525 undergraduate students enrolled at the main campus and the five branch campuses. The University of Connecticut is a Land Grant and Sea Grant College.

University of Guelph
Located in the City of Guelph, close to Toronto, the University of Guelph is renowned as a research-intensive and learner-centered institution and for its commitment to open learning, internationalism, and collaboration. Offering its 18,000 students a wide variety of programs and courses, the University of Guelph integrates a strong foundation in broad-based liberal learning with concentrated study in specialized and applied fields.

University of Latvia
The University of Latvia, the largest in a country of 2.5 million inhabitants, educates 28,000 students in 13 faculties graduate and undergraduate programs. It has a professional orientation student service that will offer counselling in career orientation. Individual faculties offer first-year study orientation programs in the fall.

University of Luton
The University of Luton was established in 1993. Students with a wide range of academic backgrounds are welcomed. The University is among the top universities in the country for quality of teaching and for graduate employment. It was the first University to introduce a skills profile for every student.

University of Manchester
The University of Manchester is the largest single-site University in the United Kingdom. The research intensive institution offers more than 500 degree programmes to a student body of 35,000.

University of Maryland University College
The University of Maryland University College (UMUC) is the Open University of the state of Maryland and of the United States. The University has one focus - the educational needs of the nontraditional student. In fall 2005, UMUC stateside programs enrolled 27,429 students while the overseas divisions offered onsite classes in 22 countries, and enrolled over 47,000 active duty military and dependents. The School of Undergraduate Studies offers 26 majors and 36 minors; with the majority of these available online.

University of Missouri-Kansas City
The University of Missouri-Kansas City (UMKC) is a public research university comprised of twelve academic units and seven professional schools. UMKC offers over 14,000 students the choice of more than 220 undergraduate, graduate, and professional degree programs. Supplemental Instruction was created at UMKC in 1973 and has expanded into 29 countries.

University of Nebraska-Omaha
The University of Nebraska-Omaha (UNO) is Nebraska's metropolitan university, with approximately 15,000 students enrolled in 114 bachelor's programs, 61 master's programs, four doctoral programs, and two specialist's programs. UNO is committed to its students, to academic excellence and to community engagement, all of which are exemplified in the FYE program.

University of New Zealand
New Zealand’s largest residential university with approximately 39,200 students and close to 4500 staff, the University has eight Faculties offering a variety of professional, vocational, and general qualifications. It has the highest research ranking in New Zealand and is a Universitas 21 Partner. For 2005, the University awarded over 7,141 degrees and 1,492 diplomas.

University of Paisley
The University of Paisley is a “new” (post-1992) Scottish university with an institutional mission to widen participation and to serve the needs of its local community. Hence, it has a diverse student population and flexible provision based on the principles of credit accumulation and transfer.

University of Portsmouth
The University of Portsmouth, on the south coast of England, was inaugurated in 1992 and is at the forefront of a rapidly changing, thriving city, with a modern diverse campus, taking pride in its reputation among students for friendliness and the provision of a well structured and supportive learning environment.

University of Saskatchewan
The University of Saskatchewan is a mid-sized, public institution with approximately 17,000 undergraduates and 2000 graduate students. Located in the heart of the Canadian prairies, the University of Saskatchewan celebrates a rich diversity of medical, doctoral, and liberal arts programs that engage students from over 80 countries around the globe.

University of Stirling
Founded in 1967, the University of Stirling estate centers around a large loch and 18th century Castle. Stirling offers modular degree programmes, part-time evening degrees, and a credit-bearing Summer Academic Programme to approximately 9000 students in programmes, part-time evening degrees, and a credit-bearing Summer Academic Programme to approximately 9000 students in a research-led teaching environment in which degree subjects are finalized in the second year.

University of the Sunshine Coast
The University of the Sunshine Coast is one of the fastest growing universities in Australia and has become an influential member of the Sunshine Coast’s business community. It is the first public university to be established on a greenfield site in Australia for 23 years.

University of Teesside
The University of Teesside is situated in the center of Middlesbrough at the heart the Tees Valley. The University has over 20,000 stu-
The University of Texas El Paso
Since its founding in 1914, the University of Texas at El Paso has been a leader in higher education. UTEP is the only major research university in the country whose students are predominantly Mexican-American. As Hispanics become the largest minority group, the university is winning national recognition for its innovative teaching methods and programs designed to help students succeed.

University of Toronto
Founded in 1827, the University of Toronto is Canada's largest and most distinguished university, serving 68,000 students. University of Toronto offers teaching programs in 17 academic divisions, held on the historic St. George campus in downtown Toronto, with its seven colleges, and on campuses in Mississauga and Scarborough and in nine affiliated teaching hospitals.

University of Utah
The University of Utah, in Salt Lake City, is a four-year institution, 90% non-residential, enrolling 29,000 students in undergraduate and graduate programs in seventeen colleges. Its enrollment is 54% male and includes 1800 international students. Under the new Carnegie criteria, it is classified as a “Very High Research Activity” university.

University of Western Cape
The University of the Western Cape (UWC) has a history of creative struggle against oppression, discrimination, and disadvantage. Among academic institutions, it has been in the vanguard of South Africa’s historic change, playing a distinctive academic role in helping to build an equitable and dynamic nation. UWC’s key concerns with access, equity and quality in higher education arise from extensive practical engagement in helping the historically marginalized participate fully in the life of the nation.

The University of Windsor
The University of Windsor is a mid-sized university in Windsor, Ontario, Canada. It has a student body of approximately 11,000 full-time students and 3,800 part-time students and is Canada’s southernmost university. It has the highest percentage of international students in its undergraduate population among all Canadian universities. The university has developed a number of partnerships with local businesses and industry, including the multi-million dollar University of Windsor / Chrysler Canada Ltd. Automotive Research and Development Centre, the only research facility of its kind in North America.

University of Wisconsin–Milwaukee
University–Extensive, it offers more than 28,000 students a comprehensive liberal arts and professional education through its 154 degree programs.

University of Wollongong
The University of Wollongong (UOW), situated 100kms south of Sydney, Australia, has earned a justifiable reputation as one of Australia’s leading universities. Recognized for quality teaching, research intensity, international focus, and graduate outcomes, UoW places strong emphasis on student-centered learning and provides extensive support mechanisms for its 22,000 students.

Utah Valley State College
Utah Valley State College (UVSC) is a four-year comprehensive state college located in Orem, Utah. With 24,000 students, UVSC offers 49 Bachelor Degrees and more than 70 Associate Degrees. Students are the major focus and first priority of UVSC.

Winthrop University
Winthrop University, a comprehensive public institution in South Carolina, has earned 100 percent national accreditation for all programs for which such accreditations are available. Recognized by U.S. News & World Report and Princeton Review, Winthrop is listed by Consumers Digest among the top 50 “Best Values” among public universities.

York University
Founded in 1959, York University is now Canada’s third largest university. Located in Toronto, Canada, York offers full and part-time graduate and undergraduate degree programs to more than 43,000 students through ten faculties.
<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abubakar, A.</td>
<td>United Arab Emirates University</td>
</tr>
<tr>
<td>Andersen, Catherine</td>
<td>Gallaudet University</td>
</tr>
<tr>
<td>Anderson, Jan</td>
<td>University of Teesside</td>
</tr>
<tr>
<td>Andrade, Maureen</td>
<td>Brigham Young University-Hawaii</td>
</tr>
<tr>
<td>Anttonen, Ralph</td>
<td>Millersville University</td>
</tr>
<tr>
<td>Aspland, Tania</td>
<td>University of the Sunshine Coast</td>
</tr>
<tr>
<td>Badley, William</td>
<td>Middle Tennessee State University</td>
</tr>
<tr>
<td>Barefoot, Betsy O.</td>
<td>Policy Center on the First Year of College Preconference Workshop</td>
</tr>
<tr>
<td>Barr, Suzann</td>
<td>University of Arkansas at Little Rock</td>
</tr>
<tr>
<td>Barracough, Kim</td>
<td>Utah Valley State College</td>
</tr>
<tr>
<td>Bass, Dave</td>
<td>Valley City State University</td>
</tr>
<tr>
<td>Bates-Brown, Valery Y.R.</td>
<td>Virginia State University</td>
</tr>
<tr>
<td>Beck, Jackie</td>
<td>Indiana University of Pennsylvania</td>
</tr>
<tr>
<td>Bellour, Djamel</td>
<td>United Arab Emirates University</td>
</tr>
<tr>
<td>Bengochea, Armando</td>
<td>Brown University</td>
</tr>
<tr>
<td>Blair, Elaine</td>
<td>Indiana University of Pennsylvania</td>
</tr>
<tr>
<td>Bliss, Carolyn</td>
<td>University of Utah</td>
</tr>
<tr>
<td>Blum Malley, Suzanne</td>
<td>Columbia College Chicago</td>
</tr>
<tr>
<td>Bock, Nate</td>
<td>University of Nebraska-Omaha</td>
</tr>
<tr>
<td>Boffi, Bill</td>
<td>Pine Manor College</td>
</tr>
<tr>
<td>Bolton, Tamsin</td>
<td>University of Windsor</td>
</tr>
<tr>
<td>Botha, Gideon</td>
<td>Abilene Christian University</td>
</tr>
<tr>
<td>Bradley, Martha</td>
<td>University of Utah</td>
</tr>
<tr>
<td>Brancato, Vera</td>
<td>Kutztown University</td>
</tr>
<tr>
<td>Brierley, Jo-Ann</td>
<td>Queen's University</td>
</tr>
<tr>
<td>Brown, Lauren</td>
<td>North Carolina State University</td>
</tr>
<tr>
<td>Brunner, Alice</td>
<td>Florida Gulf Coast University</td>
</tr>
<tr>
<td>Burton, Donna</td>
<td>North Carolina State University</td>
</tr>
<tr>
<td>Byers, Patricia</td>
<td>York University</td>
</tr>
<tr>
<td>Byrd, Sherryl</td>
<td>Auburn University, Montgomery</td>
</tr>
<tr>
<td>Calhoun, Barbara</td>
<td>Hillsborough Community College</td>
</tr>
<tr>
<td>Campbell, Anisha</td>
<td>Bowie State University</td>
</tr>
<tr>
<td>Carlson, John</td>
<td>Auckland University of Technology, New Zealand Preconference Workshop</td>
</tr>
<tr>
<td>Cathey, Jeff</td>
<td>Colorado College</td>
</tr>
<tr>
<td>Chadwick, Frankie</td>
<td>University of Arkansas at Little Rock</td>
</tr>
<tr>
<td>Chan, Janet</td>
<td>City University of Hong Kong</td>
</tr>
<tr>
<td>Cheng, April</td>
<td>University of Toronto</td>
</tr>
<tr>
<td>Cheung, Rayson</td>
<td>City University of Hong Kong</td>
</tr>
<tr>
<td>Chiha, Constance</td>
<td>University of California, Berkeley</td>
</tr>
<tr>
<td>Childs, Liz</td>
<td>Utah Valley State College</td>
</tr>
<tr>
<td>Clark, Wayne</td>
<td>University of Auckland</td>
</tr>
<tr>
<td>Clear, Debbi</td>
<td>Virginia Highlands Community College</td>
</tr>
<tr>
<td>Clendenen, Frances</td>
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</tr>
<tr>
<td>Commander, Nannette</td>
<td>Indiana University-Purdue University Indianapolis</td>
</tr>
<tr>
<td>Cook Francis, Lynette</td>
<td>The University of Arizona</td>
</tr>
<tr>
<td>Corkill, Helen</td>
<td>University of Luton</td>
</tr>
<tr>
<td>Coutu, Chantale</td>
<td>Cambrian College of Applied Arts and Technology</td>
</tr>
<tr>
<td>Crawford, Miki</td>
<td>Ohio University Southern Campus</td>
</tr>
<tr>
<td>Crome, Bill</td>
<td>University of Auckland</td>
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<tr>
<td>Davis, Elaine</td>
<td>Bowie State University</td>
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<tr>
<td>De Denus, Christine</td>
<td>Hobart and William Smith Colleges</td>
</tr>
<tr>
<td>Decandia, Lisa</td>
<td>Seneca College</td>
</tr>
<tr>
<td>Desotelle, Karen</td>
<td>Marquette University</td>
</tr>
<tr>
<td>Dixon, Armendia P.</td>
<td>Edinboro University of Pennsylvania</td>
</tr>
<tr>
<td>Dudiak, Helen</td>
<td>University of Teesside</td>
</tr>
</tbody>
</table>

**Index of Presenters**

Preconference Workshop:
- C-108
- C-43
- C-4
- C-36
- C-38
- C-37
- C-39
- C-31
- C-35
- C-12
- C-27
- C-88
- C-105
- C-104
- C-74
- C-83
- C-108
- C-54
- C-5
- C-116
- C-26
- C-92
- C-106
- C-42
- C-69
- C-77
- C-107
- C-33
- C-17
- C-71
- C-46
- C-51
- C-37
- C-92
<table>
<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duffy, Jon</td>
<td>Multi-Health Systems, Inc.</td>
<td>C-51, C-110</td>
</tr>
<tr>
<td>Durham, Geesele</td>
<td>University of Wisconsin-Milwaukee</td>
<td>I-100</td>
</tr>
<tr>
<td>Edmonds, Mike</td>
<td>Colorado College</td>
<td>I-105</td>
</tr>
<tr>
<td>Elliott, Jim</td>
<td>Curtin University of Technology</td>
<td>C-55</td>
</tr>
<tr>
<td>Emmons, Robert</td>
<td>Rutgers University</td>
<td>P-64</td>
</tr>
<tr>
<td>Etienne, Marie-France</td>
<td>Hobart and William Smith Colleges</td>
<td>I-116</td>
</tr>
<tr>
<td>Evenbeck, Scott</td>
<td>Indiana University-Purdue University Indianapolis</td>
<td>I-29</td>
</tr>
<tr>
<td>Farnum, Teresa</td>
<td>Teresa Farnum &amp; Associates</td>
<td>E-24</td>
</tr>
<tr>
<td>Farrar, David H.</td>
<td>University of Toronto</td>
<td>Plenary Address</td>
</tr>
<tr>
<td>Fee, E. Jane</td>
<td>Simon Fraser University</td>
<td>I-2</td>
</tr>
<tr>
<td>Feng, Du</td>
<td>Texas Tech University</td>
<td>P-78</td>
</tr>
<tr>
<td>Fishman, Steve</td>
<td>Seneca College</td>
<td>I-26</td>
</tr>
<tr>
<td>Fitzpatrick, Jacki</td>
<td>Texas Tech University</td>
<td>P-78</td>
</tr>
<tr>
<td>Francis, Casandra</td>
<td>Valley City State University</td>
<td>C-43</td>
</tr>
<tr>
<td>Fraser, Don</td>
<td>Durham College</td>
<td>I-90</td>
</tr>
<tr>
<td>Frazier, Nancy</td>
<td>State University of New York College at Buffalo</td>
<td>I-7</td>
</tr>
<tr>
<td>Frederick, Mark</td>
<td>Indiana State University</td>
<td>I-16</td>
</tr>
<tr>
<td>Freelandt, Elizabeth</td>
<td>Cambrian College of Applied Arts and Technology</td>
<td>I-89</td>
</tr>
<tr>
<td>Freeman, Charity</td>
<td>Hillborough Community College</td>
<td>C-115</td>
</tr>
<tr>
<td>Fritz, William</td>
<td>Georgia State University</td>
<td>C-61</td>
</tr>
<tr>
<td>Fujimoto, Masato</td>
<td>Nagasaki University</td>
<td>I-56</td>
</tr>
<tr>
<td>Garbutt, Chris</td>
<td>University of Toronto</td>
<td>R-23</td>
</tr>
<tr>
<td>Gardner, John N.</td>
<td>Policy Center on the First Year of College... Primer, Workshop, International Higher Education Session</td>
<td></td>
</tr>
<tr>
<td>Garner, J. Bradley</td>
<td>Indiana Wesleyan University</td>
<td>C-59</td>
</tr>
<tr>
<td>Glasser, Leah</td>
<td>Mount Holyoke College</td>
<td>R-19</td>
</tr>
<tr>
<td>Goerke, Veronica</td>
<td>Curtin University of Technology</td>
<td>I-52</td>
</tr>
<tr>
<td>Goldman, Corey</td>
<td>University of Toronto</td>
<td>I-81</td>
</tr>
<tr>
<td>Gotoh, Masahiko</td>
<td>Tamagawa University</td>
<td>P-76</td>
</tr>
<tr>
<td>Graves, Lila</td>
<td>University of Alabama at Birmingham</td>
<td>I-47</td>
</tr>
<tr>
<td>Hamid, Suzanne</td>
<td>Lee University... Preconference Workshop</td>
<td>I-16</td>
</tr>
<tr>
<td>Hantzis, Darlene</td>
<td>Indiana State University</td>
<td>I-16</td>
</tr>
<tr>
<td>Harbi, Hani</td>
<td>United Arab Emirates University</td>
<td>P-71</td>
</tr>
<tr>
<td>Hardin, Ted</td>
<td>Columbia College Chicago</td>
<td>I-107</td>
</tr>
<tr>
<td>Harper, Wendy</td>
<td>Queensland University of Technology</td>
<td>I-111</td>
</tr>
<tr>
<td>Hartman, Kathleen</td>
<td>Kutztown University</td>
<td>C-12</td>
</tr>
<tr>
<td>Hayden, K. Alix</td>
<td>University of Calgary</td>
<td>I-33</td>
</tr>
<tr>
<td>Heuser, Kenneth</td>
<td>Plymouth State University</td>
<td>I-84</td>
</tr>
<tr>
<td>Higson, Tammy</td>
<td>Hillsborough Community College</td>
<td>P-67</td>
</tr>
<tr>
<td>Hill, Michael</td>
<td>Kingston University</td>
<td>R-17</td>
</tr>
<tr>
<td>Hoover, Lorette</td>
<td>Southwest Georgia Technical College</td>
<td>C-14</td>
</tr>
<tr>
<td>Horan, James</td>
<td>Unity College</td>
<td>I-25</td>
</tr>
<tr>
<td>Hoskins, Sherria</td>
<td>University of Portsmouth</td>
<td>P-63</td>
</tr>
<tr>
<td>Hoyt, Kenneth</td>
<td>Centenary College</td>
<td>C-108</td>
</tr>
<tr>
<td>Huang, Linda</td>
<td>University of Wisconsin-Milwaukee</td>
<td>I-100</td>
</tr>
<tr>
<td>Humphreys, Julia</td>
<td>Queensland University of Technology</td>
<td>I-111</td>
</tr>
<tr>
<td>Hunter, M. Stuart</td>
<td>University of South Carolina... Primer, International Higher Education Session</td>
<td></td>
</tr>
<tr>
<td>Hurd, Jennifer</td>
<td>Houghton Mifflin Company</td>
<td>E-21</td>
</tr>
<tr>
<td>Jackson, Barbara</td>
<td>Indiana University-Purdue University Indianapolis</td>
<td>I-29, C-61, C-93</td>
</tr>
<tr>
<td>Jacobs, Carolyne</td>
<td>University of Portsmouth</td>
<td>R-17, P-63</td>
</tr>
<tr>
<td>Jacobs, Glen</td>
<td>University of Missouri-Kansas City</td>
<td>C-99</td>
</tr>
<tr>
<td>Jacobson, Jane</td>
<td>Iowa State University</td>
<td>I-102</td>
</tr>
<tr>
<td>Jarvis, Kathryn</td>
<td>Auburn University</td>
<td>C-95</td>
</tr>
<tr>
<td>Johnson, Ralph</td>
<td>University of Windsor</td>
<td>I-48</td>
</tr>
<tr>
<td>Johnson, Scott</td>
<td>State University of New York College at Buffalo</td>
<td>I-7</td>
</tr>
<tr>
<td>Jolly, Peggy</td>
<td>University of Alabama at Birmingham</td>
<td>I-47</td>
</tr>
</tbody>
</table>
INDEX OF PRESENTERS

Joseph, Chan .......................................................................................................................... P-65
Justice, Christopher .................................................................................................................. C-112
Kaenzig, Lisa ............................................................................................................................. I-116
Kaiser, Kelly ............................................................................................................................. I-100
Karioti, Georgia ........................................................................................................................ C-109
Keffer, Kim ............................................................................................................................... C-108
Kenedy, Rob ............................................................................................................................. P-79
Kerr, Gretchen .......................................................................................................................... C-104
Kiff, Sally .................................................................................................................................. I-111
Kikuchi, Shigeo .......................................................................................................................... P-76
Kim, Jee Hyeon .......................................................................................................................... C-11
Kim, Sunny .................................................................................................................................. C-11
Kimpton, Kathy ......................................................................................................................... I-90
Kinghorn, Janice ....................................................................................................................... I-96
Knox, Hazel ................................................................................................................................ I-91, C-97
Kortschot, Mark ......................................................................................................................... I-60
Krause, David ............................................................................................................................ I-107
Krause, Kerri-Lee ...................................................................................................................... I-107
Lagueux, Robert ......................................................................................................................... C-112
Laurie, Irene ............................................................................................................................... C-34
Layer, Geoff ............................................................................................................................... C-100
Lemelle, Anthony ....................................................................................................................... C-6
Lewis, Brian ................................................................................................................................ C-11
Lim, Hyun-Chin .......................................................................................................................... I-114
Lindsey, Danielle ....................................................................................................................... C-115
Livesay, Dana ............................................................................................................................ C-14
Long, Jeanine ............................................................................................................................. C-36
Low, Richard ............................................................................................................................... C-20
Lucas, Marva .............................................................................................................................. I-37
Lundell, Michelle ....................................................................................................................... P-63
MacKenzie, Heather ................................................................................................................. C-57
MacLennan, Anne ..................................................................................................................... I-7
Maldonado, Heather .................................................................................................................. C-87
Mancini, Miles ............................................................................................................................ I-116
Mapstone, David ....................................................................................................................... I-7
Marren, Joseph .......................................................................................................................... C-97
Massie, Eric .................................................................................................................................. P-72
Maylee, Candace ......................................................................................................................... I-60
McAman, Susan ........................................................................................................................ C-95
McDaniel, Nancy ....................................................................................................................... I-9
McGrath, Chris ........................................................................................................................... C-53
Melarkod, Vinayak .................................................................................................................... I-68
Miezite, Solveiga ....................................................................................................................... I-58
Millard, Bill .................................................................................................................................. C-31
Miller, C. Dewayne .................................................................................................................... C-39
Miller, John Laurence ............................................................................................................... I-46
Minus, Molly ............................................................................................................................... I-48
Mogyorody, Veronica ............................................................................................................... I-15
Morgenthaler, Sharon ................................................................................................................. R-22
Morin, Celeste ........................................................................................................................... I-40
Mueller, Robin ............................................................................................................................ I-9
Mullings, Dale ............................................................................................................................ I-9
Neathery-Castro, Jody ............................................................................................................. I-103
Nelson, Karen ............................................................................................................................ I-111
Nettles, Eli .................................................................................................................................. I-96
INDEX OF PRESENTERS

Noble, John
Staffordshire University ................................................................. C-1

Nutt, Diane
University of Teesside, United Kingdom ........................................... Preconference Workshop

O’Connor, Michele
Temple University ............................................................................ I-30

Odu, Michael
Hillsborough Community College ..................................................... P-67

Ody, Marcia
The University of Manchester ............................................................ R-18

Otto, Sheila
Middle Tennessee State University ................................................... I-8

Owby, Carolan
University of Utah ............................................................................. I-85

Palsole, Sunay
University of Texas at El Paso .......................................................... C-53

Panopio, Kristine
Oakton Community College .............................................................. I-109

Parker, James
Trent University .................................................................................. Plenary Address, C-110

Perret, Nellie
University of Toronto ........................................................................ R-23

Peterson, Keith
Brigham Young University—Hawaii ................................................. P-70

Petid, Cathy
University of Nebraska-Omaha .......................................................... I-103

Pival, Paul
University of Calgary .......................................................... I-33

Poff, Dan
Indiana Wesleyan University .......................................................... I-58

Poon, Margaret
City University of Hong Kong .......................................................... P-65

Poser, Brian
York University ............................................................................... P-79

Ramos, Sofia
The University of Arizona .................................................................. I-45

Rand, Lori
Queen’s University ............................................................................. C-27

Reynolds, Candyce
Portland State University ................................................................. C-93

Rhea, Jessica
Florida Gulf Coast University .......................................................... C-87

Rice, James
McMaster University ......................................................................... C-112

Rist, Mary
St. Edward’s University ................................................................. I-46

Robinson, Marla
Mohawk College ............................................................................... I-90

Roca, Maria
Florida Gulf Coast University .......................................................... C-87

Rohani, Khalilullah
United Arab Emirates University ..................................................... P-71

Rosen-Atherton, Marti
University of Nebraska-Omaha ....................................................... I-103

Roser, Amy
Illinois State University ..................................................................... I-86, I-114

Rossi-Reder, Andrea
Connecticut College ................................................................. R-19

Rowland, Linda
Florida Gulf Coast University .......................................................... C-87

Rugirello, Tina
University of Windsor ........................................................................ I-48

Rutherford, Shauna
University of Calgary ................................................................. I-33

Ryan, Norma
Ohio Department of Health ............................................................ C-108

Saich, Ginny
University of Stirling ......................................................................... C-41, I-113

Salotti, Mary Ann
California University of Pennsylvania ............................................ C-62

Sarigiani, Pamela
Central Michigan University ........................................................... P-72

Schultz, Molly
Valley City State University .......................................................... C-43

Schumacher, Dana
Iowa State University ................................................................. I-102

Schwartz, Marion
Pennsylvania State University ........................................................ C-44

Seaburg, Deborah
Minnesota State University Moorhead ............................................. C-110

Seale, Mark
University of the Western Cape ..................................................... C-28

Sears, Alan
Ryerson University ........................................................................... I-48

Shea, Robert
Pine Manor College ........................................................................ P-66

Singha, Suman
University of Connecticut ................................................................ C-13

Smith, Joshua
Indiana University Purdue University Indianapolis .......................... P-73

Smith, Maggy
University of Texas at El Paso ........................................................ I-29

Smith, Marcia
University of Arkansas at Little Rock ............................................... I-32

Solomon, Elena
Hillsborough Community College .................................................. C-115

Sorenson, Shad
Utah Valley State College ............................................................. I-37

Sowell, Joanne
University of Nebraska-Omaha ....................................................... I-103

Spiers, Cynthia
Rhodes State College ....................................................................... C-108

Suh, Wonseok
Pennsylvania State University ........................................................ P-80

Sweitzer, Kyle
Pennsylvania State University ........................................................ P-80

Szarlans, John
University of Connecticut ................................................................ C-13

Templeman, Elizabeth
Thompson Rivers University .......................................................... C-3
INDEX OF PRESENTERS

Thibodeau, Rachel  Carleton University ................................................................................................................................... C-3
Thomas, Jack  Middle Tennessee State University ................................................................................................................ I-8
Towell, Dwayne  Abilene Christian University .................................................................................................................. C-31
Tyson, Thomas  Suffolk County Community College ........................................................................................................ R-22
Vance, David  University of Wollongong .......................................................................................................................... I-10
Voitkane, Sarmite  University of Latvia .......................................................................................................................... P-68
Wang, Xiaoling  Jinan University, Guangzhou, PRC ........................................................................................................... C-49
Ward, Dorothy  University of Texas at El Paso .................................................................................................................... I-29, C-53
Ward, Teresa  Georgia State University .......................................................................................................................... C-61
Webb, Kay  Indiana Wesleyan University .......................................................................................................................... I-58
Webb, Marion  Kingston University ................................................................................................................................... R-17
Weber, Michael  Brigham Young University—Hawaii ........................................................................................................ P-70
Weisler, Steven  Hampshire College .................................................................................................................................. C-35
Weiss, Peter  University of Toronto ................................................................................................................................... I-60
Williams, Gayle  Indiana University Purdue University Indianapolis ............................................................................... C-61, C-93
Williams, Raisa  Haverford College ................................................................................................................................ R-19
Williams, Ruth  University of Wisconsin-Milwaukee ........................................................................................................... I-100
Wilson, Mary  University of Guelph ................................................................................................................................ C-3
Woll, Allen  Rutgers University ........................................................................................................................................... P-64
Woodhouse, Kimberly  University of Toronto ....................................................................................................................... I-60
Yan, Dong  Beijing Normal University ................................................................................................................................ C-98
Yoffe, Melissa  Pine Manor College .................................................................................................................................. P-66
Young, Derek  University of Stirling ................................................................................................................................ C-41, I-113
Younger, Donna  Oakton Community College .................................................................................................................... C-94, I-109