eSOURCE FOR COLLEGE TRANSITIONS
VOL 4 • NO 3 • JANUARY 2007

E-SOURCE 4.3

"Why Can't We All Just Get Along?" Learning Community Focuses on Diversity

Frank E. Ross
Assistant Vice Chancellor, Student Life and Diversity

David J. Sabol
Senior Lecturer, Learning Community Coordinator, Co-Director of Summer Academy Bridge Program, Department of English and University College Indiana University-Purdue University Indianapolis, Indianapolis, IN

At Indiana University-Purdue University Indianapolis (IUPUI), our goal is to expose students to multiple aspects of diversity often over-looked and/or missing from the curriculum. Undergraduate education at IUPUI is guided by the university's Principles of Undergraduate Learning (see http://imir.iupui.edu/IUPUIfolio/teach/teach_pul.htm). A multicultural themed learning community (TLC) specifically advances learning with regard to one of these principles: understanding society and culture.

Multicultural integration is predicated on three basic keys: (a) awareness, (b) active learning, and (c) critical pedagogy (Ross, Sabol, Sanchez Gibau, 2004). Awareness includes developing a heightened sense of self and others. Active learning, a critical component in an inclusive learning environment, involves the ongoing process of self-reflection. Critical pedagogy in the classroom involves taking a student-centered approach and is marked by intentionality.

Essential to the success of multicultural integration is combining academic learning with experiential learning to deliver a holistic approach for students (Ross & Sabol, 2006). This combination takes place best when faculty work closely with student affairs staff to develop curriculum, which can then be supported by rich cocurricular experiences. This integrated approach truly transforms the curriculum as we account for student learning both inside and outside the classroom.

The impetus for our multicultural transformation came through the creation of a themed learning community (TLC) using multicultural diversity as the framework. TLCs are learning communities designed for first-year students and are composed of two to four disciplinary courses integrated around a common topic or theme, taken in conjunction with a first-year seminar. Our multicultural TLC was composed of three academic disciplines: (a) cultural anthropology, (b) English composition, and (c) introductory psychology.

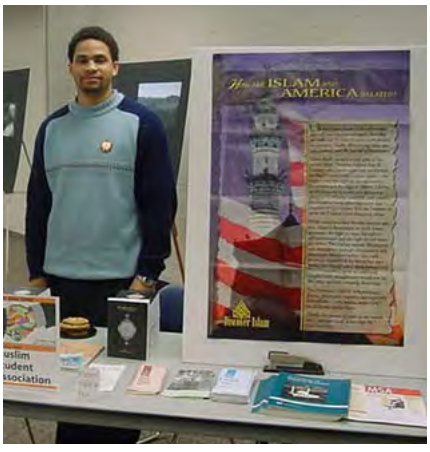
The TLC theme, "Why can't we all just get along?", emerged from a discussion between faculty and students affairs staff about the divisiveness of issues such as race, gender, sexual orientation, religion, disability, ethnicity, nationality, politics, socioeconomic status, language, and appearance. The theme, divisiveness, was built into each course to ensure cross-disciplinary collaborations during the semester.

See DIVERSITY, p. 2

DIVERSITY Cont. from p. 1

The first-year seminar unified the TLC by making it possible for faculty from all three disciplines to attend the seminar at various times throughout the semester. The course allowed faculty to create a forum to make the theme explicit through in-class activities. Faculty lectured on divisiveness and tensions in ethnic and racial communities, as well as among the religions of the world. They led discussions about reconciliation and forgiveness from multiple perspectives. The discussions were coupled with reflective essay assignments. A Color of Fear workshop included an in-class film screening and intensive personal reflection regarding issues of race. Students were asked to define various categories of diversity at the start of the semester that then formed the basis for their research projects, which were presented at IUPUI's Unity Day celebration.

Cocurricular activities played an important role by offering opportunities for students to engage in meaningful learning activities outside class.



Student presents project on Unity Day. Courtesy, David Sabol

Faculty in discussion with students from the themed learning community. Courtesy, David Sabol

Examples of the required out-of-class activities integrated into the curriculum included: (a) *Faces of America*, a theatrical production regarding issues of diversity in the United States; (b) *No Turning Back*, a film about illegal immigration followed by a discussion with Jesus Nebot, the film's actor/producer; and (c) a field trip to a local mosque during Ramadan.

The TLC culminated with students sharing their semester-long, research-based projects with members of the IUPUI community during the Unity Day celebration. Students worked in teams to showcase presentations on diversity and other issues that impact both campus and local community. This campus-wide, cocurricular event was the highlight of the semester for students, faculty, and staff.

The program's impact on student learning was measured using a pretest/post-test survey instrument. Results indicate a definite gain in awareness of diversity for students who completed the multicultural TLC when compared to students not in a TLC. Students also reported that their appreciation for individual differences increased as a result of participating in both curricular and cocurricular activities.

This TLC provides an excellent model for a culturally responsive classroom where students are engaged in active learning. By participating in curricular and cocurricular activities, faculty, students, and staff all played a vital role in the program's success. Students clearly benefited from an increased awareness and deeper understanding of the issues of multiculturalism.

For more information, please visit these web sites:

- IUPUI Principles of Undergraduate Learning: **http://imir.iupui.edu/IUPUIfolio/teach/teach_pul.htm**
- Student Life and Diversity: **http://www.life.iupui.edu/**
- Themed Learning Communities: **http://www.opd.iupui.edu/Units/COIL/tlc.asp**
- University College: **http://uc.iupui.edu/**

See DIVERSITY, p. 13

LSU's Summer Scholars Program Grooms Exemplary Minority First-Year Students

Carolyn C. Collins
Associate Vice Chancellor and Dean, Louisiana State University, Baton Rouge

A recent study by the U.S. Department of Education's National Center for Education Statistics (2003) found that 51.2% of African American undergraduates, who enrolled in 1995-1996, attained a degree or certificate in six years. Louisiana State University (LSU) has introduced a summer bridge program to significantly improve graduation rates of underrepresented minority students, African Americans in particular. The Summer Scholars program provides participants with the academic, social, and cultural tools as well as jobs needed to assimilate and succeed in college life. Since its inception in 1991, 80% of the program participants have obtained a degree in six years.

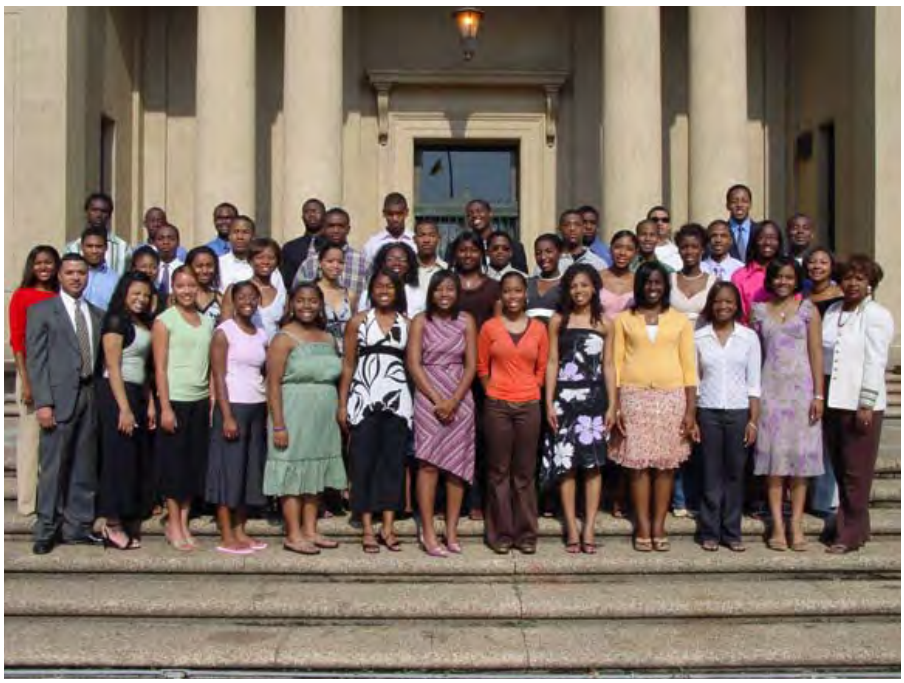
Administered by the University College/Center for the Freshman Year, the Summer Scholars program focuses on academic, cultural, social, and employment issues. Summer Scholars reside on campus and receive paid tuition for one summer. For the academic portion, Summer Scholars take six to nine hours of regular classes, one of which must be English. They also receive tutoring and are introduced to academic resources such as the library, computing services, and the Center for Academic Success. Cultural aspects of the program include planned visits to cultural attractions featuring prominent African American leaders, seminars that focus on African American culture, and discussion groups led by prominent African American leaders in the area.

The program's social aspect includes family meetings, where Summer Scholars meet with former Summer Scholars to share the successes, problems, and other issues affecting the students. In praise or brag sessions, students are allowed to inform the group of their latest accomplishments such as good grades, exemplary leadership experiences, and good job performance ratings. They also meet former Summer Scholars who serve as mentors and help establish a culture of excellence, based on grades, decorum, and leadership.

Each Summer Scholar receives a job on campus in a department, college, or service organization. Having an on-campus job has proved to be a critical component for the program's success. On-campus employers serve as adult role models and mentors to the students. They help students navigate the campus and often develop lasting friendships. Often, these "summer only" jobs, coordinated and paid from the Summer Scholar budget, become permanent, i.e., they last for the rest of the students' tenure at LSU.

In the spring of each year, the Summer Scholars program conducts its identification and recruitment programs at high schools. Applicants are screened and selected by a

See SCHOLARS, p. 4



Summer Scholars at the end of the program. Courtesy, Louisiana State University

Summer Scholars in class.
Courtesy, Louisiana State University

SCHOLARS Cont. from p. 3

committee of administrators, faculty, and former Summer Scholars. The number of students admitted varies, depending on the cost of tuition, room, and board. The program was initially funded for 30 students. Now, an average of 50 to 55 students are admitted and students attend summer school along with other students.

The Summer Scholars program is run by a staff of eight: a director, a coordinator, peer counselors, office assistants, and tutors. The staff is responsible for the identification, recruitment, selection, implementation, and assessment of the program. Both a quantitative and qualitative assessment of the program is performed. The quantitative assessment is based on retention, grade point average, and graduation rates. The qualitative assessment is derived from students' perception of the value of the program, faculty and employer's perception of the students and the program, and the number of former Summer Scholars who have become leaders at LSU. The assessment data show a 98% first-to-second-year retention rate, an average GPA of 3.1, and a 80% graduation rate within six years.

The elements that have contributed to the longevity of the Summer Scholars program are (a) a critical mass of students with similar backgrounds; (b) early communication of high expectations to students and parents; (c) a culture of excellence fostered by administrators and former students; (d) an on-campus job, which connects students to campus; and (e) a legacy of superior performance by previous participants. Based on the report of LSU's Office of Budget and Planning, the LSU Summer Scholars students have a higher retention and graduation rate than all LSU students and all four-year public and private students nationwide combined.

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Contact

Carolyn C. Collins
Associate Vice Chancellor and Dean
Louisiana State University
Baton Rouge, LA
Phone: (225) 578-5341
E-mail: **ccolli1@lsu.edu**

Related Articles in E-Source

Mouton, M. (2005). Pell report highlights institutions that successfully graduate low-income students. **3(1), 7**.

Stonebraker, R. (2006). Faculty mentoring at-risk first-year students. **3(5), 2**.

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Implementing a First-Year Seminar in Morocco

Inge Kutt Lewis
Editor, National Resource Center for The First-Year Experience and Students in Transition, University of South Carolina, Columbia

The National Resource Center hosted Fulbright scholar Mohamed Ouakrime, coordinator of the English Modular Degree Program at Sidi Mohamed Ben Abdallah University in Fez, Morocco, for a two-month visit during summer 2006. He spent his time gathering information and drafting a plan to implement a first-year seminar in Morocco. He graciously consented to an interview, which is summarized below.

Ouakrime has decided to implement a first-year seminar (FYS) in his department. Ouakrime wants to use the seminar to address traditional concerns, such as transition, attrition, and student learning. Ouakrime said,

> I got interested in the FYS as a potential solution to student failure and attrition. My readings about the issue and the results of the research study by a team from our graduate unit indicated that of our first-year students, more than 75% fail and drop out at the end of the first year. We need to do something that will help all our students make the transition from secondary school to university. If we can help students adjust to the university, then perhaps we can improve student learning and reduce the dropout rate.

Initially, the FYS will be for approximately 200 new students and repeaters (i.e., students who have to take the course again), enrolled in 8 or 10 sections. Classes will be conducted mostly in English, with some courses in Arabic or French, particularly those sections taught by staff members. Ouakrime hopes that an FYS will introduce students to the university, help them adapt to it, and then assist them in developing new skills that are necessary for coping with studies at a university.

A specific area of student learning that Ouakrime hopes can be changed by FYS is the overwhelming reliance on memorization. Ouakrime explained,

> All it takes is an evening walk down the main avenue of any Moroccan city to find many students walking up and down, reciting to themselves the answers to the day's lessons. I am not really criticizing the memorization technique, but when it comes to solving problems, knowing where to find information, organizing it, and using it, students are at a loss.

Ouakrime plans to use the three courses that are already part of the English curriculum (i.e., study skills, functions of English, and communication skills) as his foundation for an FYS. The FYS will combine basic study skills (i.e., taking notes, managing time, completing assignments) with functions of English (i.e., introducing oneself, asking for information, providing information, complimenting, greeting, condoling, and thanking), and communication skills (i.e., asking and answering questions, expressing opinions tactfully). Ouakrime wants to add information and counseling elements as well, so that "students will be well-informed about life at the university, its history, and services."

Another important component of the FYS will be to explain to students how the degree program works and how they will be graded. Ouakrime outlined why this aspect is so important to him:

> We have a three-year, modular degree program. After three years, the majority of our students still do not know how the system works. Something has to be done. In the first few weeks, we will introduce the English program, explain what a module is, explain the difference between studying for a semester and studying for the whole year, and explain how to combine grades to determine the results. We will teach students how to read the results, how to ask questions about their results, and how to understand what courses they have to take again. All this has not been done before.

Ouakrime also wants to use the seminar as a vehicle for social reform. For example, he plans to integrate emigration/immigration, terrorism, tourism, non-governmental organizations (NGOs), family code, student activism on campus, rural exodus, and

See MOROCCO, p. 6

Mohamed Ouakrime. Courtesy, Erin M. Morris

MOROCCO Cont. from p. 5

other topics of interest to students into the FYS. The FYS will include service projects connected to these topics. Ouakrime explained,

> These are all issues we will discuss with our students as we involve them in projects. For example, students will collect information about NGOs, we will talk about it in class, and decide on a plan of action. Students will then join an NGO, for example, that helps people develop literacy. Students need to be aware that there are problems in the community. One way of developing a true understanding is by actively helping to solve those problems.

When asked what his challenges will be, Ouakrime said,

> The first challenge is going to be convincing colleagues and the administration that FYS is worth supporting. The second challenge is to find financial support that will pay graduate students for teaching overtime and to get needed equipment, like computers and books, which students cannot afford. Another challenge is disseminating the idea and spreading it across Morocco. We want people to take ownership of the FYS concept and to be actively involved in its implementation.

The Moroccan FYS started in fall 2006. More than 300 students enrolled in six sections, and they have responded with enthusiasm. Some of them have already talked to faculty outside class, a rare event in the life of a Moroccan first-year student. Others have approached staff members about personal problems. As a result, Ouakrime is very optimistic about the future.

Contact

Mohamed Ouakrime
Coordinator, English Modular Degree Program, Sidi Mohamed Ben Abdallah University
Fez, Morocco
E-mail: **ouakmo2004@yahoo.fr**

Related Article in E-Source

Draper, S. (2004). Educator adapts American FYE to Scottish context. **2(2), 5**.

eSOURCE FOR COLLEGE TRANSITIONS

E-Source for College Transitions (ISSN 1545-5742) is published bi-monthly by the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina, Columbia, SC 29208. Telephone (803) 777-6029. A single-year subscription is $40. A multiple-year subscription is $35 per year. An institutional subscription is $100 per year or $95 per year for a multi-year subscription.

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The Center, a nonprofit organization, will use proceeds from the newsletter to defray publication costs, support research, and disseminate information.

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Introducing Staff Liaisons Into First-Year Seminars

Mary Gene Ryan
Dean of Student Success, Charleston Southern University, Charleston, SC

Like many institutions, Charleston Southern University is vitally interested in improving the first-year experience for its entering fall class. To date, these efforts have involved mainly faculty members and upperclass students designated as "peer educators" who assist the faculty in teaching the first-year seminar. In fall 2005, the university added a "staff liaison" position to each section of the first-year seminar.

The idea for including additional personnel in our Freshman Seminar program came from a paid consultant who was invited to improve our retention efforts. The original concept was to connect a member of the senior administrative staff to each section of the course. She suggested this as a way to give students more opportunities to bond with a staff or faculty member, since research suggests that students who develop a relationship with a faculty member are more likely to be retained. Since some of our students were not developing relationships with faculty members, she suggested that we try providing them with the opportunity to get to know a staff member.

However, it proved impossible to locate enough senior staff members to cover the large number of sections offered during the fall semester. Also, the original plan would have taken highly paid staff members away from their duties for a significant number of hours, which was not cost-effective. Instead, the university president suggested recruiting administrative staff members to work with each section, because the support staff in the various academic departments enjoyed excellent personal relationships with students. New students tended to gravitate toward these caring adults.

In order to select the best administrative staff members for this program, the president asked each supervisor to submit names of staff they felt would do a good job and who had an interest in working with first-year students. The president then sent a personal invitation to those recommended, asking them to participate, which generated an enthusiastic response. To demonstrate the importance the university attached to the position, each "staff liaison" received a stipend of $300 during the fall semester. The stipend was very well received by the staff members who had been involved with students for some time without the expectation of any monetary reward. The stipend also attached a certain prestige to the position, which has resulted in increased applications and more interest in student success on the part of staff members. This support from "the top" really got the program off to an excellent start.

The duties of the staff liaisons include: (a) attending each class session with the students, (b) working with the faculty member and peer

See LIAISONS, p. 8

The staff liaison Julia Ard, administrative assistant to the Dean of Students, helps a student. Courtesy, Jan Joslin

LIAISONS Cont. from p. 7

educator to plan classroom activities, (c) getting to know each student in the class individually through personal meetings and use of the Campus Toolkit (i.e., a web-based system that provides students with opportunities for self-assessment, electronic journaling, electronic interaction with faculty/staff members, and early warning to the faculty/staff members about students having difficulty), (d) reporting any student problems to the faculty member, and (e) referring students experiencing problems to the appropriate resources on campus.

Once the group was selected, the Student Success Center staff set up an initial three-hour training program to orient staff members to the concept of the new program, educate them on the needs of first-year students, and bring them up to speed on how to use the Campus ToolKit. Because recognizing student problems and making appropriate referrals are important functions of this role, staff liaisons received training about what to do and how to react if a student approached them with a problem. The counseling staff talked to them briefly about recognizing signs of depression, advising students on personal safety, making referrals to counseling, and responding to students who refused counseling. The staff liaisons were also given time to work with their faculty members to plan the syllabus. The level of staff liaison involvement varied from section to section based on the specific needs of the faculty members.

Program assessment revealed that first-to-second-year retention for the students enrolled in the first-year seminars in fall 2005 increased by an additional 4%, and the university experienced an all-time low in the number of undecided majors at the end of the fall 2005 cohort's first year. The course evaluations for the first-year seminars were amended in fall 2005 to include a question regarding the value of the staff liaison. Students' responses to the question were overwhelmingly positive, and their written comments revealed that staff liaisons assisted them in such wide-ranging areas as class attendance, study habits, fashion advice, dating issues, and caring for the common cold.

As for the staff liaisons themselves, 95% of them reported that they had a very positive experience and wanted to participate again. Many of them cited the stipend as a major reason for wanting to continue with the program. However, the vast majority said their number one reason was the satisfaction they derived from developing personal relationships with the students and feeling that they were making a positive impact on the students' first-year experience. The faculty members involved in the program also gave high marks to the staff liaisons, and the relationships between faculty members and staff have reached a new level of mutual respect.

The program is currently in its second year. So far, it has performed better than we envisioned and at a more reasonable cost. As a result, we have begun offering a "Career Planning" class during the second semester of the first year that uses the same staff liaisons and student peer leaders in each section. Students are reacting very positively to this new initiative. The university is pleased with the results of the staff liaison initiative thus far because it makes good use of an otherwise untapped resource. Including staff liaisons in the Freshmen Seminar program has proven to be an excellent investment.

Contact

Mary Gene Ryan
Dean of Student Success
Charleston Southern University
Charleston, SC
Phone: (843) 670-9668
E-mail: **mryan@csuniv.edu**.

Related article in E-Source

Swing, R., & Lewis, I. K. (2006). Evelyn Nicolosi: A model for frontline behavior with students. ***3(6), 6***.

eSOURCE FOR COLLEGE TRANSITIONS
VOL 4 • NO 3 • JANUARY 2007

Using Cognitive Development and Critical Thinking in Teaching First-Year Seminars

Hilary Stallings
Manager, Recruitment and Resources, College of Liberal Arts, Middle Tennessee State University, Murfreesboro, TN

After teaching an extended orientation seminar for a few years, I started to feel the rumblings of dissatisfaction. At that point, I was over many of the new-instructor hurdles but was still struggling with a different, not so easily remedied, obstacle: In the context of the first-year seminar classroom, I was not sure what the terms "survival" or "success" meant. My instruction seemed fragmented. The lessons had no cohesion. When you teach an English or a history class, the topics progress logically within a defined framework. First-year seminars should as well, but, mine seemed more like a random collection of topics scheduled around speakers and events.

The discontent ebbed when I began to reexamine the concepts of survival and success from a broader perspective. As Chickering asserts, "the overarching educational purpose of our colleges and universities should be to encourage and enable intentional developmental change in students throughout the life cycle" (1981, p.2). With this in mind, I revamped my three-hour, graded section by emphasizing cognitive development and critical thinking. At last, by focusing on these larger goals, I had a purpose.

The modifications were relatively minor. Most of my previous assignments fit within this framework, with minimal reorganizing and updating required. The most noticeable adjustment was with my teaching. I had to allow these new goals to permeate the course, rather than relegate them to a single lesson. Looking back, I changed my teaching by following these three guidelines.

Guideline 1. I used the works of Perry (1970, 1981) and Bloom (1956) for direction in the areas of cognitive development and critical thinking, respectively. It is important to note that only critical thinking was discussed and studied in class. Cognitive development theory was used strictly as a way of shaping my instruction. Specifically, it aided the way I created assignments and framed suggestions and comments. My aim was to give multiple opportunities for students to view the world from new perspectives and to see themselves as makers of meaning. Perry's work also made me aware that students are at different cognitive levels and that I must tailor my comments according to their individual needs.

Guideline 2. All assignments had to provide students with experiences, writing opportunities, and/or some form of internal challenge. Consequently, my new class is filled with service, guided reflection, and projects that assist students in discovering their roles and responsibilities in the community.

Guideline 3. I continually and deliberately tied daily lectures, communications, and interactions back to the ideas and concepts associated with critical thinking and cognitive development (see Green, 1993, for insight on the importance of creating and referencing goals in first-year seminars). For instance, I might say, "How does today's lecture support our overriding goal of improving critical thinking?" or "Did this experience provide you a different way of viewing the situation?"

Following these three tenets provided integration to my course, as well as a structure to assist students in thinking about thinking. Below, I offer two examples of assignments that were modified using these three guidelines:

- **State of the World Report** Originally, students were required to give an individual speech on different campus offices, but they found this boring and not particularly helpful. By combining the idea of better public speaking with this course's goals of critical thinking and awareness over the course of the semester, the students provided the class with a "State of the World Report." Groups comprised of approximately four to five members would give a 15-minute presentation about what happened in the world (campus, town, state, nation, and international community) for the week. Time, practice, and research went into these reports. Students were expected to use technology throughout the presentation.

See TEACHING, p. 10

TEACHING Cont. from p. 9

- **Current Events**
  This assignment was initially performed through oral dialogue, a set-up that not only failed to strongly highlight cognitive and critical thinking, but also did not require full participation and often isolated class members. Consequently, it was changed to an online, blog format. Students were not only to report the event details, e.g., the crisis in Darfur, but to describe how these topics made them feel, drawing on their beliefs, experiences, and knowledge of other situations. They were also to incorporate and respond to their classmates' writing. As with everything in this course, strong critical thinking was the objective.

Since changing these assignments, the students are better versed in the different levels of thinking and they have a defined framework. There is now a context for understanding their teachers' comments. As a result, my students are able to present well-thought out speeches, homework, and papers.

Establishing meaning for my class has been a journey. But, despite the personal nature of this experience, there are two messages that I believe are useful to others teaching first-year seminars. Specifically, there is power in tethering the class to the larger, more fundamental, university mission—developmental change—and doing so in a purposeful way. It was only when I expanded my interest in cognitive development and critical thinking (guideline 1) and systematically used this knowledge to base all assignments (guideline 2) and teaching (guideline 3) that my class had cohesion. As demonstrated in the above examples, the modified assignments provide students with opportunities for reflection and self-awareness. The class encourages students to examine their responsibilities to others, to think critically, and to experience differing perspectives. My class now seems integrated and clearly success oriented.

Hilary Stallings (second row, left) and her first-year students. Courtesy Peggy Slater

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See TEACHING, p. 11

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Contact

Hilary Stallings
Manager, Recruitment and Resources
College of Liberal Arts
Middle Tennessee State University
MTSU Box 546
Murfreesboro, TN 37132
Phone: (615) 898-5039
E-mail: **hstallin@mtsu.edu**

Related articles in E-Source

Hunter, M. S. (2004). Veteran instructor offers advice on taking risks in teaching. ***1*(3), 1**.

Williams, D. J. (2004). Student development theory: Missing ingredient in informed teaching. ***2*(1), 3**.

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Style: A limited number of feature-length stories will be interspersed with shorter research briefs or news items. Tables, figures, and artwork will be included on a space-available basis. Limited references can be printed. Articles, tables, figures, and references should adhere to APA (American Psychological Association) style. Annotations of new resources should include the following: complete title of the publication, author(s) or editor(s), publisher, publication date, and complete URL if source is available online. *E-Source* does not publish endorsements of products for sale.

Format: Submissions should be sent via e-mail as a Microsoft Word attachment.

Length: Feature-length articles should be 500-1,000 words. Brief articles should be 250-500 words. Annotations of new resources should be no more than 50-100 words. The editor reserves the right to edit submissions for length.

Copyright: Articles shall not have been registered for copyright or published elsewhere prior to publication in *E-Source*. Photographs are welcome with a signed release form and name of photographer or copyright owner.

Contact Information: Contact information will be published with each article selected for publication in *E-Source*. Please include the following information with your submission: name, position title, department, institution, address, phone number, and e-mail address.

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National Resource Center for The First-Year Experience
and Students in Transition • University of South Carolina
1728 College Street • Columbia, SC 29208
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For more information on the events, please visit our web site:
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Forthcoming Publications

Available mid-February 2007

Monograph 45
The Role of the Library in the First College Year
Larry Hardesty, Editor
A joint publication of the National Resource Center for The First-Year Experience and Students in Transition and Association of College and Research Libraries (ACRL), a Division of the American Library Association.

While the library is at the center of many campuses physically, it is often an overlooked and underused resource in improving the learning and success of first-year college students. Chapter authors explore structures and practices for helping students learn to navigate the college library; use the Internet effectively; and find, analyze, and incorporate information into their academic work—a critical foundation for college success. Thirteen case studies present detailed information on current practice from a variety of campus types.

Monograph 46
Academic Advising: New Insights for Teaching and Learning in the First Year
Mary Stuart Hunter, Betsy McCalla-Wriggins, & Eric R. White, Editors
A joint publication of the National Resource Center for The First-Year Experience and Student in Transition and the National Academic Advising Association (NACADA).

Grounded in the philosophy that academic advising is a robust form of one-on-one teaching, this monograph places advising in a new light, one that brings it to the center of institutional mission and activity. The monograph challenges all readers to embrace the tremendous potential that academic advising has for educating today's college students. Chapter authors explore the advising learning paradigm; examine current student demographics; and address learning patterns, self-assessment, and technology as key components of advising. Chapters also explore academic advising before enrollment and beyond the advising office, as well as the critical issue of advising assessment. The diverse populations of first-year students addressed in this monograph include adult learners, students of color, students with disabilities, honors students, undecided students, first-generation students, and GLBT students. The monograph editors conclude the volume by offering a series of recommendations and addressing the future of advising.

For more information on our publications, please visit
www.sc.edu/fye/publications

Research

On November 28, 2006, the Survey of First-Year Seminars was launched. It is the seventh administration of this triennial survey. Thank you to all who participated. We plan to analyze the data in spring 2007 and hope to have a summary of findings on the web site in summer 2007. The monograph will be available in spring 2008.

Exploring the Evidence: Reporting Research on First-Year Seminars, Vol. IV
You are invited to contribute. Deadline for submissions is July 1, 2007
For more information, please contact Tracy Skipper at **tlskipper@sc.edu**

See HAPPENING, p. 13

DIVERSITY Cont. from p. 2

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Ross, F., & Sabol, D. (2006, June). *Multicultural course transformation and integration: A model for learning communities*. National Conference on Race and Ethnicity in American Higher Education, Chicago, IL.

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Contact

Frank E. Ross
Assistant Vice Chancellor, Student Life and Diversity, IUPUI
Indianapolis, IN
Phone: (317) 274-8990
E-mail: **frross@iupui.edu**

Related articles in E-Source

Benander, R., & Lightner, R. (2004). Learning community success hinges on effective group process. ***1*(6), 5**.

Egleton, T. M. (2006). incorporating diversity in a one-day, first-year student orientation. ***4*(2), 16**.

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2007 Teleconference Series

Leading the Way: Encouraging Student Success Through Peer Education
March 8, 2007 • 1:00pm EST
Panelists: Greg Blimling, Glen Jacobs, Dorothy Ward

Students are helping students in a variety of roles from the classroom to the residence halls and everywhere in between. Learn the ins and outs of creating successful peer leader programs, selecting and training peer educators, and, most importantly, capitalizing on this often under-utilized, but invaluable resource—our students.

Teaching and Learning With Technology: Current Practice, Future Prospects
April 12, 2007 • 1:00pm EST
Panelists: Kathleen Clower, Robert Feldman, Julie Little

Technology has transformed our campuses—changing the landscape of teaching and learning. Gain insights on how to harness this vast and creative medium for student success.

Academic and Career Advising: Forging Strategies for Student Success
April 26, 2007 • 1:00pm EDST
Panelists: Paul Gore, Jocelyn Harney, Betsy McCalla-Wriggins

Academic and career advising is critical in teaching our students how to move from overwhelmed first-year students to graduating seniors with meaningful and intentional career plans. Join our expert panelists as they provide insight into the necessary components of career and academic advising programs.

For more information on the teleconferences, please visit our web site: **www.sc.edu/fye/events/teleconference**