

2015 Conference on the First-Year Experience – Dallas, TX Preparing Campus Stakeholders for Participating in the First-Year Experience

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Messina Learning Outcomes

Messina is designed to instill the intellectual curiosity and self-knowledge necessary for a first-year student's successful start to his or her Loyola education, whose commitment to personal and social responsibility reflects the Jesuit, Catholic academic and faith traditions. As a result of participation in *Messina*, first-year students will show progress to a deeper and fuller understanding of the interconnections unique and essential to a Jesuit Education in a contemporary world. Successful attainment of the following outcomes is not only the aim of the First-Year Seminars but it is the shared responsibility of all – faculty, administrators, peer leaders, and students.

Jesuit Mission and Values

- Develop habits of discernment and reflection in the Ignatian tradition.
- Explore and articulate values and principles involved in their personal decision-making.

Critical Understanding

- Develop habits of reading, writing and intellectual conversation that support academic excellence and engagement.
- Demonstrate increased knowledge and use of campus resources that aid critical thinking.

Connections to Loyola Community

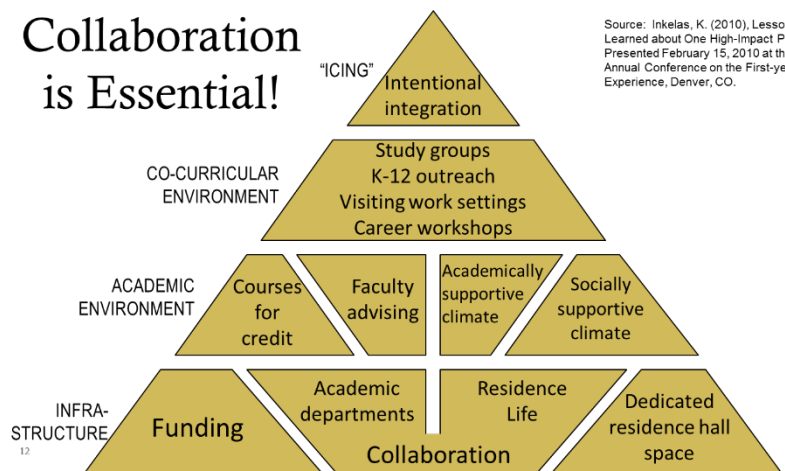
- Establish healthy, mutually beneficial and respectful relationships with others including faculty, administrators, staff and peers.
- Demonstrate a sense of belonging to the community at Loyola University both in and out of the classroom.

Integrated Learning

- Integrate multiple sources of knowledge gained through various disciplinary lenses, texts, instruction, out of class experiences and personal reflection to offer a perspective on the interdisciplinary theme of the community.



Collaboration is Essential!



Source: Inkelas, K. (2010). Lessons Learned about One High-Impact Practice. Presented February 15, 2010 at the 29th Annual Conference on the First-year Experience, Denver, CO.

How will you apply Palmer's (2011) habits of the heart to advance collaboration in your cross-divisional partnerships?

Habit	Your Campus
We must understand that we are all in this together.	
We must develop an appreciation of the value of "otherness."	
We must cultivate the ability to hold tension in life-giving ways.	
We must generate a sense of personal voice and agency.	
We must strengthen our capacity to create community.	

Palmer, P. (2011). Higher education and habits of the heart: restoring democracy's infrastructure. *Journal of College and Character*, 12 (3), 1-6. doi: 10.2202/1940-1639.1823

Guiding Theoretical Framework

- Four Phase Model (Gardner, 1981)

I. Group Building/Developing Community	II. Identifying Learner Needs & Characteristics	III. Resource Discovery & Use	IV. Bridging & Transition
<ul style="list-style-type: none"> Increases group cohesiveness Increases level of trust within group Reduces anxiety levels in individuals Eliminates communication barriers 	<ul style="list-style-type: none"> Consider target populations Provides a common focus Individualizes training Increases buy-in of group members 	<ul style="list-style-type: none"> Recognizes resources within the group Identifies campus and community resources Incorporating ideas for learning processes and applications Empowers participants 	<ul style="list-style-type: none"> Creates structure for reflection and evaluation Moves learning from abstract to application Provides opportunity for goal setting Enables learning to extend beyond confines of workshop

Adapted from "Developing Faculty as Facilitators and Mentors" by J.N. Gardner, 1987, *How to Develop for Student Success*, 14 pp. 37-51. Copyright 1987 by Jeffrey Bass and Tom Freshman. Original published in *Guidelines for Design and Implementation* by J.N. Gardner, Copyright 1982 by University of South Carolina. Reprinted in *The First Year Seminar: Designing, Implementing, and Assessing Courses to Support Student Learning and Success*, Vol. 2, *Faculties Training and Development*, Copyright 2012 by University of South Carolina, National Resource Center for the First-Year Experience & Students in Transition.

LOYOLA UNIVERSITY CHICAGO

Messina Timeline for Creating Working Groups

- Early September – Applications available on Messina website
- Late September – New Faculty Applications and Intent to Return Forms Due
- Mid-October – New Mentor Applications and Intent to Return Forms Due
- Late October - Organizational Meetings for future year participants - optional for returners, required for new participants
- Early November - Faculty pairs identified
- Late November - Faculty pairing questionnaires due
- Early December – Messina tentative course schedule shared with faculty, chairs and administrators
- Early December – Chairs approval Messina course schedule and send official schedule to Records Office
- Mid-December – Administrators complete enrichment session questionnaire
- Early January – Faculty and Mentors notified of their working groups for the following academic year.
- January – Workshops for new faculty participants & mentor begin

Messina Training Model and Working Group Support 2015-2016

1. Spring Semester Workshops

New faculty members and administrators are asked to attend monthly workshops that help prepare them for the Messina experience. The January workshop is held before classes begin. The February, March and April workshops focus on the Messina learning outcomes and how to infuse them into enrichment sessions through discussions and outings that enhance the course, the theme and students’ transition to college in and out of the classroom. Each workshop is held twice – on Thursday mornings from 9:25am-10:40am and Friday afternoons from 2:00-3:15pm. Participants may attend whichever workshop fits better in their schedule. Returning administrators and faculty members are also welcomed to sit on sessions of interest. In many cases, returning participants present at the workshops. All faculty and mentors – new and returning - attend the May, August and January (following year) workshops, which include preparation for the Common Text program.

Session	Topic	Recommended Readings
January (before classes begin)	Welcome, Introductions and Faculty and Student Affairs Partnerships	<ul style="list-style-type: none"> • Brower, A.M. & Bergman, C.J. (2008). Faculty Involvement in Residence Halls: Bridging Faculty and Staff Cultures through Residential Learning Communities. pp.83-96. • Messina Handbook – Chapter 1 – Overview and Philosophy
February	Infusing Discernment, Reflection and Jesuit Tradition into enrichment sessions <i>*Working Groups Schedule a Lunch Meeting</i>	<ul style="list-style-type: none"> • Nash, R.J. (2009) Crossover Pedagogy: The Collaborative Search for Meaning, <i>About Campus</i>, 14(1), pp. 2-9. • Messina Handbook – Discernment and Jesuit Reflection • Metts, R.E. (2005). Four Hallmarks of Jesuit Pedagogy: Prelection, Reflection, Active Learning, Repetition. Jesuit Secondary Education Association. Pp. 1-33. • Excepts from Duminuco, V.J. Ignatian Pedagogy: A Practical Approach • Suggested Agenda for Working Groups Lunch Meeting

March 2015	Developing Community and a Sense of Belonging	<ul style="list-style-type: none"> • Dalton, J.C. & Crosby, P.C. (2010). College Peer Culture: Taming the “Monster within the Gates”. <i>Journal of College and Character</i>, 11 (4), pp. 1-8. • Alvarez, R. “Who are we? Baltimore Magazine. • Conti, M. (2007). Just another passerby. <i>Beyond Evergreen: Writing our Way into the City</i>, pp. 32-26. • Messina Handbook – Developing Community
April 2015	Teaching in a First Year Seminar and accompanying Enrichment Sessions *Working Groups Meet with Student Leaders for lunch	<ul style="list-style-type: none"> • Quaye, S. (2012). Think before you teach: Preparing for dialogues about racial realities. <i>Journal of College Student Development</i>, 53 (4), 542-562. • Howard, R.M. & Rice, V. (2006). Roles of and Structures for Writing Courses in Learning Communities. In Hurd, S. & Peckscamp, T. <i>Building and Sustaining Learning Communities</i>. , pp. 35-49. • Magolda, M.B. (2009). Promoting Self-Authorship to Promote Liberal Education. <i>Journal of College and Character</i>, 10 (3), 1-6. • Messina Handbook – The Role of Themes • Suggested Agenda for Working Groups Lunch Meeting
May 2015	Integrated Learning and the Common Text	<ul style="list-style-type: none"> • White, E. & Schulenberg, J. (2012). Academic Advising – A focus on learning. <i>About Campus</i>, 11-17. • Murray, M.C. & Nash, R.J. (2010). <i>Helping College Students Find Purpose</i>. San Francisco: Jossey-Bass. Chapter 5: Make Room for Meaning • Common Text Distribution • Messina Handbook – Enrichment Session Logistics
August 2015	Overview of Orientation, the Common Text & the Fall Semester	<ul style="list-style-type: none"> • Common Text Facilitation Guide • Fall Sample Syllabus • Messina Handbook – Enrichment Session Logistics
January 2016	Mid-year Workshop & Reflection	<ul style="list-style-type: none"> • Spring Sample Syllabus • Fall Survey Results Overview

2. Messina Modules

Messina Modules are a series of facilitation guides and resource documents designed by Loyola departments and offices for use in Messina and Loyola 101 enrichment sessions. Modules provide instructor teams engaging activities and up-to-date information regarding a variety of first-year transition issues. Modules topics include time management, stress management, writing effective resumes, housing selection: determining what I value, Getting Around Baltimore, Leadership, Identity Exploration, Values Discernment, Ignatian Spirituality and the Examen and Study Abroad.

3. Invitations to Teaching Enhancement Workshops (sponsored by Academic Affairs) and Student Development Divisional In-Service Training

4. Coffee Breaks

5. Community Lunches and Breakfast held occasionally throughout the semester

6. Messina SharePoint Site - virtual binder, module materials and announcements

7. Weekly E-mail Updates