

MIMSAC 2007

Sessions/Times/Locations

Session I 10:15 a.m. FIT 314

Living Learning Communities: Experiences in Architecture and Foreign Language

Program Description:

In recent studies, key elements for engaging the millennial learner have been identified. Many of these relate to programs and activities available to University of Memphis students residing in the Architecture and Foreign Language Living Learning Communities. This session provides an overview of special opportunities for students and faculty as well as lessons learned toward making a community successful.

Learning Objectives:

- Participants will gain a better understanding of the many benefits of the Living Learning Communities and what is necessary for success.
- Participants will better understand the role of the academic community in the success of Living Learning Communities.
- Participants will be able to assess whether a Living Learning Community will work for them.

Presenters:

Michael Hagge, M.Arch., M.C.R.P, Associate Professor of Architecture, Director
Architecture Program, Architecture House Coordinator
The University of Memphis

Carla Martinez, M.A., Instructor of Spanish/International House Coordinator
Department of Foreign Languages
The University of Memphis

Developing Competency-based Career Education for Millennial Student Learners

Program Description:

In addition to academic knowledge, employers of interns and full-time professionals expect that they be proficient in a variety of areas including interpersonal relationships, communication, self management, critical thinking, leadership, and technology. In a recent survey, traditional-age college freshmen indicated that career preparation was “very important” to them. Therefore, it’s time for career competencies education! Participants will learn about six career competencies desired by employers of new college graduates and will brainstorm methods for integrating those competencies into classroom teaching, advising, and student activities. Findings of the recent Career Competencies Survey conducted by Career and Employment Services at the University of Memphis will be shared. Active participation by session attendees is encouraged!

Learning Objectives:

- Participants will learn about six career competencies that employers desire in new college graduates.
- Participants will develop ideas for integrating career competencies education into their interactions with millennial learners.
- Participants will develop a list of career education strategies through the presentation of brainstorming ideas.

Presenter:

Clay A. Woemmel, M.S., Associate Director
Career and Employment Services
The University of Memphis

Session I 10:15 a.m. FIT 227

Team Teaching – A Retention Partnership

Program Description:

This session will provide a strategic plan for coordinating areas of professional expertise and resources to facilitate productive teaching, retention, and life-long learning experiences. Strategies will explore initiatives for building partnerships between entering freshmen, faculty, and campus resources. Audience interaction will be encouraged through role playing and group discussion.

Learning Objectives:

- Participants will explore effective team teaching practices.
- Participants will review instructional strategies and evaluative procedures that support effective team teaching.
- Participants will understand the value of partnering with campus resources through interactive role play and group discussion.

Presenters:

Peggy Quinn, M.Ed., Assistant Professor
Family and Consumer Science
Program Consultant, ACAD 1100
The University of Memphis

Patsy Krech, M.Ed., Coordinator of Advising
College of Arts and Sciences
The University of Memphis

Session I 10:15 a.m. FIT 316

Increasing and Retaining Minority Participation in Science, Technology, Engineering, and Mathematics (STEM)

Program Description:

Research is showing a rapid decline in retention and recruitment when it comes to African-American students majoring in science, technology, engineering, and mathematics (STEM). Is technology passing over the African-American millennial generation?

Learning Objectives:

- Participants will understand the possible causes of the decline in participation of African-American and other minorities in STEM fields and the difficulties with retention.
- Participants will examine the effect of counseling components outside of traditional campus counseling in minority recruitment and retention.
- Participants will examine the connection between choice of major, college connection, and scholarship support.

Presenters:

Regina J. Hairston, M.S., M.B.A., Co-Principal Investigator
Department of Physics
The University of Memphis

Lonnie Sharpe, P.E., Ph.D.
Massie Chair of Excellence
Tennessee State University

Session I 10:15 a.m. FIT 225

ACC “Jeopardy”

Program Description:

Today’s student has issues that fall under many unique categories. Advisors must often anticipate questions before they can provide correct answers. ACC counselors will explore advising techniques that deal with these issues and fall into categories such as “Keep Hope Alive” and “I’ve Fallen and I Can’t Go to Class.”

Learning Objectives:

- Participants will learn about the many issues advisors must deal with to assist students.
- Participants will learn about the shift in roles that advisors have experienced in the past few years.
- Participants will learn about the need for advisors to collaborate with other departments across campus.

Presenters:

Trellis Morgan, M.S., Academic Counselor
Academic Counseling Center
The University of Memphis

Mary Brignole, M.S., Academic Counselor
Academic Counseling Center
The University of Memphis

Courtney Fitzgerald, M.S., Academic Counselor
Academic Counseling Center
The University of Memphis

Session I 10:15 a.m. FIT Fishbowl 205

Graduate Class Abandons Textbook for *The New York Times*

Program Description:

This session will describe the experience of graduate students and their professor who use *The New York Times* as required reading in the course "Education and Community." Benefits include developing critical thinking skills, making connections to a diverse world, and applying knowledge to their own personal, professional, and community lives.

Learning Objectives

- Participants will understand benefits of *The New York Times* activity from students' point of view.
- Participants will understand benefits of *The New York Times* activity from the professor's point of view.
- Participants will sample one learning activity using personal copies of the May 11 edition of *The New York Times*.

Presenters:

Barbara Mullins Nelson, Ph.D., Professor
Higher and Adult Education
The University of Memphis

Sara Baker, B.A., Metro Sports Coordinator, Y.M.C.A.
Student
The University of Memphis

How Internships Can Engage the Millennial Learner

Program Description:

A panel of students/interns, community partners, and faculty will discuss innovative strategies for engaging millennial learners in internships. Conferees will strengthen approaches to enhance interns' educational experiences, recruit and retain community partners, and assess and continuously improve the quality of internships.

Learning Objectives:

- Participants will develop innovative strategies to better meet the educational needs of millennial interns.
- Participants will develop innovative strategies to recruit and retain community partners who provide exemplary internships for millennial learners.
- Participants will develop innovative strategies to assess and continuously improve the quality of internships for millennial learners.

Presenter:

Dixie R. Crase, Ph.D., Director
Academic Internships
The University of Memphis

Session II 11:15 a.m. FIT 314

Crunch Creativity in the Classroom

Program Description:

It's an enigma, wrapped in a thinly sliced riddle, lightly dusted in puzzle flour, and deep fried in conundrum oil – it's "Crunch Creativity in the Classroom!" An interactive workshop designed to answer the "\$64,000 Question" in higher education: "Don't students know how to THINK anymore?"

Learning Objectives:

- Participants will learn about "The Seven Principles for Good Practice in Undergraduate Education," a classic article by Chickering & Gamson (1987).
- Participants will learn how "active" goal-oriented assignments introduced in the workshop can be easily adapted and applied to any discipline-specific endeavor of university study.
- Participants will leave the session with the following question in mind: "Are the literal pathways in the human brain not the first step in the literal pathways to what our consciousness recognizes as language, images, knowledge, communication, survival, success, and advancement?"

Presenter:

Michael Porter, M.A., Adjunct Professor
Department of Communication
The University of Memphis

Creative Design for Developing the Millennial African-American Student

Program Description:

Student Affairs professionals are consistently challenged by the application and implementation of student development theory in the area of minority groups. Millennial students, to a degree, have transcended current minority research-based theories used by student affairs practitioners. Research, sample programs, and future implications are presented as a guide for practitioners.

Learning Objectives:

- Participants will understand the meaning and applicability of Nguzo Saba as a foundational programming resource for African-American millennial student development.
- Participants will review and discuss current practices in relation to popular development models being used.
- Participants will become familiar with theoretical models, current programs, and suggestions for future practice at their respective campuses.

Presenter:

Mario E. Brown, M.Ed., Campus Life Specialist
Campus Life
The University of Arkansas-Little Rock

Assessing Campus Cultural Environment: The Good, the Bad, and the Ugly

Program Description:

Assessing a campus' cultural climate has long been seen as necessary on a diverse college campus. We must find ways to manage the respective needs of culturally, racially, or otherwise diverse populations. Many times, members of sexual, religious, disability or ethnic minority groups find themselves alienated while in college and suffer the consequences of not achieving their academic goals. This program will address the ins and outs of several campus cultural environment survey projects and summarize results from a recent campus cultural environment survey.

Learning Objectives:

- Participants will learn reasons for doing a campus cultural environment survey.
- Participants will learn some of the pitfalls of doing this kind of assessment on a college campus.
- Participants will learn ways that information from a campus cultural environment survey may be useful on a college campus.

Presenters:

Carl Gilleylen, Psy.D., Director
Center for Counseling, Learning, and Testing
The University of Memphis

Pamela A. Cogdal, Ph.D., Clinical Professor
Counseling, Educational Psychology, and Research
The University of Memphis

Successful Practices Implemented for the Millennial Learner

Program Description:

Hear about current and successful holistic approaches to engaging and involving the millennial learners for academic success in higher education. Representatives from five unique programs will focus on student issues including academic retention, first generation, athletes, disabilities, and transitioning, as well as consumer mentality and resistance to adapting and establishing appropriate priorities. You will learn how the needs of millennial learners are served daily.

Learning Objectives:

- Participants will understand program similarities and differences implemented to meet the holistic needs of the millennial learners.
- Participants will gain information which can be used to apply the successful strategies that are proven to engage and involve the millennial learner.
- Participants will find out how to network with professionals who interact daily with the millennial learners to increase their academic success.

Presenters:

Barbara Bekis, Ed.D. Coordinator
Educational Support Program
The University of Memphis

Kim Williams-Collins, M.S., Learning Specialist
Educational Support Program
The University of Memphis

Nelda Scruggs, B.B.A., Educational Assistant and Math Tutor
Student Disability Services
The University of Memphis

Jacqueline Faulkner, M.S., Director
Student Support Services
The University of Memphis

Gerise Guy, M.A. Linguistics, M.A. Sociology, Academic Status Advisor
Academic Status and Retention
The University of Memphis

Fred Quarles, M.S., Athletic Academic Counselor
Athletic Academic Services
The University of Memphis

Session II 11:15 a.m. FIT 227

The Millennial Students: Are They as Technology Savvy as You Think?

Program Description:

Your students have grown up with technology and the Internet, but do they have the skills to function effectively in today's information society? Employers want to hire people who are both technically and cognitively proficient. This program will highlight the skills that students need and examine one instrument to assess their information and communication technology literacy.

Learning Objectives:

- Participants will gain an understanding of the information and communication technology skill of millennial students and the skills required in today's society.
- Participants will become familiar with methods of assessing ICT literacy.
- Participants will learn what may be done to address deficiencies.

Presenters:

Betsy Park, M.L.S., M.S., Professor and Head, Reference Department
Ned R. McWherter Library
The University of Memphis

Shirlene Moore, B.A., Library Assistant, Reference Department
Ned R. McWherter Library
The University of Memphis

Robert Robinette, B.A., Library Assistant, Reference Department
Ned R. McWherter Library
The University of Memphis

Session III 1:15 p.m. FCBE 125

The Degree-Career Connection (and conflict)

Program Description:

This discussion opportunity is available for participants who would like to brainstorm approaches to intervening in reducing the negative effects that full-time or part-time employment has on educational pursuits. Information shared in the handouts offers a frame of reference for the scope of the concerns surrounding Degree and Career Connections while also serving as stimulus for discussion. The intended goal of this session is to walk away with strategies applicable to the areas represented in the discussion groups.

Learning Objectives:

- Participants will learn more about the financial burden carried by our students.
- Participants will learn about the number of hours worked in addition to credit bearing course loads and how this negatively impacts degree completion.
- Participants will participate in discussion and problem-solving about strategies to increase commitment to time on task for educational pursuits versus time off task for work pursuits.

Moderator:

Cory Major, M.S., Internship Coordinator
Career and Employment Services
The University of Memphis

Session III 1:15 p.m. FCBE 131

The Multigenerational Work Team

Program Description:

This session is focused toward supervisors, managers or those persons working in an environment represented by multiple generations. The information in this session is a balance between the “Generational Clashpoints” that each generational cohort represents as employees and discussion of these issues by program participants.

Learning Objectives:

- Participants will be able to delineate between the different generational cohorts.
- Participants will learn and be able to reference the different needs each generation has regarding rewards, career paths, changing jobs, retention, and attrition among other issues.
- Participants will learn about flexible supervision in addition to the difference between the Titanium and Golden Rule for employees.

Presenter:

Carol Hagans, Ph.D., Director
Counseling & Consultation Services
Butler University

Suicide: Conversations We May Not Like, But Really Need

Program Description:

The statistics on the growing numbers of suicide are frightening. Right now in our country, there is a suicide of a young college-aged adult every 17 minutes. Then we have to face the other truth, and that is that many of us buy into the myth – that if we talk about suicide, it might happen. Actually, nothing could be further from the truth. We need to talk about suicide as student affairs personnel, as faculty, as colleagues, and as parents if we really want to work at saving lives. This presentation focuses on the path to destruction that many young people follow. From the abuse of substances such as alcohol and drugs, to the stressors and pressures we all face at work, at home, and in school.

Learning Objectives:

- Participants will learn about the signs and symptoms of suicide.
- Participants will learn steps that one can follow in educating students, friends or family in the active process of questioning and referring persons to helpful agencies.
- Participants will hear stories of success following suicide attempts illustrating that talking about suicide actually saves lives.
- Participants will learn where students, faculty or staff may go for resources on the campus and in the community on suicide prevention.

Presenters:

Margaret Tullis, National Suicide Speaker and Educator

Theresa Okwumabua, Ph.D., Co-Director
SAMSHA Suicide Grant
The University of Memphis

Pamela A. Cogdal, Ph.D., Clinical Professor
Counseling, Educational Psychology and Research
Co-Director, SAMSHA Suicide Grant
The University of Memphis

Coursework in the Community: The University District Initiatives Engaged Scholarship Project

Program Description:

In the spring 2007 semester, Architecture and City Planning offered courses under the Community Initiatives Program. Through academic collaboration and involvement of community stakeholders, students in these courses gained valuable experiences and knowledge in architecture, urban design, and planning. This session focuses on the processes of collaboration and the various projects in each course.

Learning Objectives:

- Participants will gain an understanding of the University District Initiative, a partnership between the University of Memphis and neighborhood groups and public and private entities, created to support economic and social development in the University District.
- Participants will learn about the importance of involving students in collaborative engaged scholarship activities undertaken by faculty, particularly as they relate to furthering the mission of the University of Memphis and improving the quality of life in the community.
- Participants will better understand the challenges of collaborative coursework and the processes necessary for success.

Presenters:

Michael Hagge, M.Arch., M.C.R.P, Associate Professor of Architecture, Director
Architecture Program, Architecture House Coordinator
The University of Memphis

Jim Lutz, M.Arch., Assistant Professor of Architecture/Director
Center for Sustainable Design
The University of Memphis

Steve Auterman, M.Urb.Des., Architect
Looney Ricks Kiss Architects

Memphis Safe Campus Consortium

Program Description:

As a part of the Memphis Safe Campus Consortium (MSCC), the University of Memphis Center for Research on Women (CROW) was awarded funding from the Department of Justice, Office of Violence Against Women, to help create a community-wide protocol for responding to and preventing violence against women on college campuses in Memphis. The purpose of this session is to educate the college community on issues concerning violence against women. It is imperative that students, faculty, and staff, as well as student affairs practitioners, campus police, and other administrators are up-to-date on how violence against women on college campuses affects their quality of education.

Learning Objectives:

- Participants will learn about the extent of violence against women on college campuses.
- Participants will learn how violence against women impacts the students' quality of life.
- Participants will learn ways that colleges/universities can respond to violence against women on their campuses.

Presenters:

Teresa Diener, M.A., Project Coordinator
Center for Research on Women
The University of Memphis

Rebecca Terrell, M.P.A., Assistant Director
Center for Research on Women
The University of Memphis

Session III 1:15 p.m. FCBE 121

Memphis Reads: More than a Freshman Reading Program

Program Description:

Memphis Reads is a freshman program at the University of Memphis that aspires to develop a sense of community. Participants discuss the book in a way that guides students through the reading of complex text, something ACT research suggests they need for college but often miss in high school.

Learning Objectives:

- Participants will experience an increase in awareness of and appreciation for college freshman summer reading programs.
- Participants will learn about the need for college students to gain experience reading complex text.
- Participants will gather ideas for guiding students through the reading of complex text.

Presenters:

Kathryn S. Hawes, Ph.D., Instructor
ACAD 1100
The University of Memphis