First Year Seminar Faculty Resource Guide

MANNSFIELD UNIVERSITY OF PENNSYLVANIA
First-Year Seminar Faculty Resource Guide

Intent: Your work matters……..

Teaching a first-year seminar is not like teaching any other course. You will have opportunities to teach outside of the confines of traditional course and programmatic structures and to form immediate, lasting bonds with entering students. It is a teaching experience that is fun and challenging to even the most seasoned faculty member. You will discover the impact you make on our new students and just how much your work matters!

The American Association of Colleges and Universities (AAC&U) identified ten High Impact Practices that contribute to successful student outcomes. One of those is a strong First Year Experience that delivers transitional knowledge and skills, embedded in a dynamic learning experience. Mansfield University’s approach to students in transition is multi-faceted, beginning with a course designed to spark intellectual curiosity – your seminar. The first-year seminar provides a unique opportunity to transcend disciplinary boundaries and empower students to expand their horizons. Students will also be introduced to the procedural, academic, co-curricular, and social aspects of their new environment.

The primary intent of this guide is to provide easy access to the resources that may facilitate your process as you design, teach, and assess your first-year seminar. You have a rich and dynamic network ready to support your work - committed colleagues as eager as you are to guarantee all first-year students enjoy a successful transition to college life and learning. We invite you to carefully review the information provided and prepare for a memorable and exciting year ahead!

My role is to serve our students and to serve you. I am eager to collaborate with you to create “the world as it may be” in an environment that promotes partnerships among disciplines and units across our campus! I hope you will find this guide useful, and as with all aspects of FYE, I welcome your feedback. Please let me know if you need additional resources or assistance.

Thank you for agreeing to teach this important course!

Nancy L. Clemens
Faculty Associate for the First Year Experience
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FREQUENTLY ASKED QUESTIONS

Chapter 1

1. What is a first-year seminar (FYS)?
   - First-year seminars are core courses in the liberal studies program that are taught in a variety of disciplines. These courses are designed specifically for first-year students.
   - First-year seminars are smaller than most classes, with the enrollment capped at 20 if at all possible.
   - The primary goal of the first year seminar is to introduce students to intellectual life at the university level. The first-year seminar's focus is the development of academic rigor and intellectual dispositions.

2. What are the University guidelines for first-year seminars?
The first-year seminar objectives are to:
   - Teach students the importance of liberal studies in a university education.
   - Discuss how reasoning and communication skills are the foundation for lifelong intellectual and professional growth.
   - Demonstrate that cultural, social, economic, and political issues of a global society are not limited to one academic discipline or profession.
   - Discuss serious ideas and develop rigorous intellectual habits.

3. What kind of students can I expect?
   - Traditional first-year students today are Digital Natives referred to by a variety of generational identities including: Millennial or Generation Y and Generation iY or Generation Z – the last two referring to those born in 2004 and beyond. Confident and optimistic, they tend to be technologically savvy, socially oriented, and interested in community service. They have also been defined with dualistic characteristics that present challenges and opportunities in the educational setting.
   - First-generation college students, (students who are the first in the family to go to college) comprise about 21.5% of the incoming class.

4. How do students select their first-year seminars?
   - Students prioritize three seminars from a list of topics distributed at Orientation. The registrar builds all new student fall schedules based on availability of preferred selections. Spring registration for the FYS follows the traditional process of students meeting with their advisor, followed by the scheduled on-line registration.
   - The FYE web-site offers rich seminar descriptions, provided by the faculty members.
5. When are first-year seminars offered?
It is preferred that the FYS be taken in the fall of the students’ first year. A few additional sections are taught in the spring to accommodate students who could not accomplish this for some reason.

6. Why teach a first-year seminar and why is the first-year seminar important?
- Your course will impart habits that encourage students to be life-long learners.
- Your course will establish the foundation for your students to succeed and to excel.
- You will impact a life and as such, the very future of the global community.
What is FYE?

Mission

The First Year Experience Committee aims to foster opportunities that will empower students to not only succeed with their transition to college life, but to also discover a passion for learning as they become the co-creators of their collegiate experience. We will collaborate with the MU community and with the regional community to enhance our students’ pride of place, civic responsibility, and sense of connectivity as they discover the intersections along their educational pathway. We aim to facilitate conversations and partnerships among faculty, staff, and students that engage productive conversations and challenge us to action with intentionality and purpose.

Goals

- Foster opportunities and environments for a successful and holistic college experience for our students.
- Facilitate collaboration and partnerships among faculty and staff that is inclusive of diverse perspectives.
- Focus students towards intentionality – in the classroom and beyond.
- Facilitate integrated and engaged initiatives aimed to enhance students’ ability to synthesize learning experiences.

Who we are

Our role is to offer guidance and support as students learn to navigate the wealth of resources and opportunities MU has to offer. As students begin to chart their academic pathways, we will help them discover the interrelated nature of life and learning – that learning is entwined with co-curricular, social, and personal events – that when they add intentionality to the mix, they will begin to clarify values and synthesize understandings – they will determine their future.

Overview of FYE

As students transition into college life, the First Year Experience (FYE) committee provides a holistic approach to support the total student experience through intentional collaborations with divisions across campus and particularly within Academic and Student Affairs. Here to serve all students, the FYE is committed to inclusion and diversity.

Learning does not stop at the classroom door; therefore the FYE committee models the power of engagement and collaboration to enrich learning and experience. Partnerships fostered by FYE help students discover the connections between academic and co-curricular experiences.
Faculty Qualifications, Characteristics, and Expectations

Whether you have lots of experience in teaching first-year (FY) courses or you are new to the ranks, you are about to enter an exciting phase in FY programs at MU. Teaching our FY students is a rewarding experience, filled with all the challenges and opportunities inherent in the transition process. Our incoming FY students are a different breed than those of earlier generations, having grown up as true ‘digital natives’. In higher education, we are about to experience our own transition as we migrate from the Millennial generation (or generation Y), and welcome Generation Z (or Generation I or Next) to our campus.

Of course, transitions are tough for anyone; new environments, new people, new expectations, new experiences. Transitions are also exciting, filled with opportunity and promise. It is our job, as FY educators, to offer guidance, support, and instruction. It is our job to know the liberal studies goals and learning objectives, and to understand what helps students adjust and persist with college. It is our job to be there for our students. At the end of the day, the job isn’t all that different – students need to trust in our expertise and to know they are safe, cared for, and accepted. These characteristics are the reasons why you are special and why our students are fortunate that you have chosen to teach a first-year seminar this year!

FYE Course Instructor Qualifications & Characteristics
(Adapted from the writings of Joe Cuseo, Professor Emeritus from Marymount College; FYE author and professional development scholar)

- Student-centered educational philosophy
- Demonstrated desire to achieve excellence in teaching first-year students and courses
- Commitment to professional development opportunities for teaching a transition course and/or first-year experience initiatives
- Use of engaging pedagogy that involves students in the learning process
- Capable of relating to and developing classroom rapport with students
- Genuine interest in advising and mentoring new students.
- Evidence of commitment to out-of-class contact with students
- Commitment to general education, the liberal arts, and development of the student as a whole person.
- Willingness to work with faculty and staff across different academic disciplines and student-support services
- Appreciation of the educational role of student development professionals and the co-curriculum.
FYS Faculty Expectations
All FYS faculty are expected to address the following expectations:

1. First-year seminar goals and learning outcomes:
   • Address the goals and learning outcomes for the FYS and the General Education program.
   • Use your own creative and innovative approach to design course strategy and teaching techniques – your individuality will be the spark that makes your seminar work!

2. Participate in professional development opportunities.
   • Attend the FYS Faculty Meetings/Educational Sessions during University Days.
   • Attend a mid-term conversation with your seminar colleagues (TBA).

3. Information sharing:
   • Submit your course syllabus and calendar during the first week of class via email to the Faculty Associate for the First Year Experience (nclemens@mansfield.edu).
   • Please have your students participate in the FYE course post survey that will be provided to you in advance.
   • Save examples of student works (with the assignment) and submit them with evaluation materials.
The First-year seminar invites students to become a member of their new community in a dynamic environment and to experience intellectual life at the university level. Taught by professors with a passion for the subject and a passion for teaching, these courses are designed to encourage exploration of new ideas, examine a range of academic topics, challenge students to set high goals for their academic career, and promote a lifelong love of learning.

Finding Purpose
The first-year seminar is designed to introduce students to the differences between college and high school-level work. As the instructor, you are their mentor, teacher, coach, and their referee. Experienced instructors suggest that when you design the course you keep in mind these multiple roles and plan time to work on skill-building and confidence activities and to be explicit about what you are doing and why.

First-year students who understand the purpose of this course and see its relationship to their education are more motivated to participate at a high level in your class. Further, when students engage fully in your course, the positive outcomes transfer to other classes, leading to persistence, student satisfaction, and retention.

The first step in designing a first-year seminar is choosing a topic. Although you should certainly choose an area of your own expertise, some instructors are asked to teach a first-year seminar that has already been developed. In this case, you should place your own stamp on the course and identify strategies that are a good fit for your pedagogical approach and communication style. First-year seminar instructors who have a choice in developing a seminar are encouraged to think of non-traditional topics, especially those that may cross disciplinary divides. You are also encouraged to be creative and think of titles for your topics that are catchy and appealing.

A successful topic for a first year seminar:
- Clearly identifies what the course will be about.
- Does not duplicate courses being taught at other times/in the discipline.
- Gives the instructor room to be innovative and interactive.
- Engages students from other intended majors.
- Encourages critical thinking, debate, and/or discussion.
DEVELOPING YOUR SYLLABUS

Chapter 4

After you have selected your topic and it has been approved by your department head, you can begin to design the syllabus for your course. Most first-year seminars are captured under a general category for your department/program, so it is not necessary to develop an entirely new course, just create a theme that fits with your department's first-year seminar goals.

Learning Objectives:
Your syllabus must contain your course objectives, as well as the General Education Objectives. Course objectives should incorporate the stated objectives for first-year seminars in some way. You may choose to state these verbatim or adapted to suit the flavor of your discipline.

Learning objectives/outcomes should be:
- Clear to your audiences, including faculty and students.
- Process oriented and/or should specify an end.
- Measurable.
- Linked to other elements in the course (assignments, assessment, etc.).
- Realistic, given the time frame of the course.

First-year Seminar

Upon completion of their First Year Seminar, students will have demonstrated that they can:
- explain the ways in which the general education program supports and complements the students major program of study;
- describe some of the varied means of thinking, knowing, and experiencing employed in the Humanities and Fine Arts, Mathematics, Natural Sciences, and Social and Behavioral Sciences;
- pose thoughtful questions, evaluate multiple viewpoints, construct cogent arguments, and weigh evidence at a level that is appropriate for a first year student;

and,
- search, retrieve, evaluate, synthesize, and cite pertinent and credible information from varied sources.

Upon completion of the course, it is to be expected that students will have moved beyond the minimal level of competency in the relevant objectives.
One of the goals of the first-year seminar is to reinforce reasoning and communication skills. Keep these skills in mind when designing your course and choosing assignments. Successful courses incorporate both written and oral communication skills. Writing is an essential skill for future success and is a cornerstone of the higher education experience.

Students in your seminar may not yet be enrolled in freshman composition, and so writing skills might vary widely. (Remember: some will not have freshman composition until their second semester.) You may choose to include lots of informal writing or journaling as a way to point out the need for development. This will facilitate efforts to encourage written communication, without having to penalize undeveloped writing skills. Class discussions provide opportunities to make observations about oral communication skills. One-on-one conversations and small group work require development of interpersonal communication skills, as well. Students will have opportunities to take formal courses on these skills in future semesters, but the seminar will also help students to become conscious about their communication skills and encourage them to utilize resources such as the Writing Center.

Reasoning skills are a bit trickier. In education theory, according to the Perry Model of Intellectual Development students begin their college education thinking that there are right answers to every question, i.e., that the world is very black and white. As they progress through their education, students pass through three more stages. After the black/white stage, they then begin to understand that there may not be right answers for every question—yet. In the sophomore stage, they are confident that right answers will eventually be found, such as a cure for cancer. The third stage is where they come to realize that for many questions there are no right answers, only shades of interpretation or reasoned opinion. This stage can be one of the most difficult for students to work through, and many find that they miss seeing the world in terms of dichotomies and right answers. In the final stage, students learn to navigate these choices, to select one interpretation, and to defend it against competitors. This last stage, according to Perry, is ultimately the goal of a liberal studies education. Many first-year seminar instructors incorporate this model into the structure of their classes and try to help students move from the first stage toward the second, third, and final stages of their intellectual development.
The Perry Model Of Intellectual And Ethical Development

Stages of Cognitive Development

#1: Dualistic Thinking
- Students generally believe knowledge is certain and unambiguous: black/white, right/wrong.
- Questions have immutable, objective answers.
- Students generally believe authorities possess valuable wisdom that contains eternal truths.

Transitions in Cognitive Development

Certainty yields to uncertainty and ambiguity.

#2: Multiplicity

Students come to believe that where uncertainty exists, knowledge and truth are essentially subjective and personal.

Students come to recognize that mere opinion is insufficient because specific criteria help evaluate the usefulness and validity of knowledge claims:
- methodology
- empirical evidence
- explanatory power
- predictive power
- logical consistency
- positive vs. normative conclusions

#3: Contextual-Relativism

Students come to believe that even where uncertainty exists, people must make choices about premises, frameworks, hypotheses, and theories to apply; policy conclusions are not self-evident.

Students may come to recognize that even in a world of uncertainty, they must make choices (whether about ideas, hypotheses, theories, or policies). These choices require methods of critical thinking.

#4: Context-Appropriate Decisions

Students may come to acknowledge that choices require analysis and values. Knowledge, theories, and methods are imperfect and uncertain, thus personal choices require acknowledging personal responsibility that follows from personal values.

Source: model modifications by Nelson (1989), with additional comments by Thoma (1993)
Thoma, George
Purpose
The purpose of professional development is to invigorate our commitment to innovative practice and student success through a conversation among colleagues. Further, the intent is to empower participants to put theory into practice by providing the follow-up support, resources, and professional development opportunities that will allow participants to act on their vision with colleagues forming their own community of learners.

The content of the instructor-training program should relate closely to the actual content to be covered in the course, including discussion of the course’s (a) course purpose and primary goals or objectives, (b) major topics and their “infrastructure” (key components or subtopics), (c) topic sequence, (d) student assignments, and (e) student evaluation (grading) procedures. Participants could gradually build their course syllabus as they experience these sessions, and the final product could be completion of the syllabus, which would save them some time and give them some sense of accomplishment.

(Cuseo, J. The Case for an Instructional Development Program for the First-Year Seminar)

Collective Expertise: First-year seminar colleagues share best practice
This year we will work to enhance access to teaching resources on the FYE website to include presentations, research, and best practice in teaching the first-year seminar. This will certainly be a work in progress and will only be as strong as the contributions you make! Some of your colleagues have already begun to share expertise and we would love to build on this foundation. You may email files to me at nclemens@mansfield.edu.
TEACHING YOUR FIRST-YEAR SEMINAR

Chapter 7

A DIFFERENT DYNAMIC
With your course and syllabus developed, you are now ready to meet the students! Students will be aggressive, passive, petulant, excited, dismissive, challenging, creative, verbose, and quiet; in short, this is never a dull class to teach and it will be one of your most rewarding.

Digital Natives
You may see the full article on-line for the following summary of trends (retrieved from: http://www.bestcollegesonline.com/blog/2011/08/16/8-important-education-trends-in-generation-z)

8 Important Education Trends in Generation Z
Generation Z, also known as the Internet Generation and Digital Natives, represent the first one to grow up in a world where Internet access has always been available and plentiful. These hyper-connected and tech-savvy youngsters are changing how educators formulate lessons and interact with students. Many predict they could forever change how kids are taught at all levels by making technology an integral part of all classroom study.

1. Interactive devices as classroom learning tools
Interactive textbooks, educational games, and collaborative projects are just a few of the ways educators are using tech to get the digital generation better involved......

2. More homeschooling

3. Collaborative online projects
The tech-savvy Gen Z has helped push a wide variety of technologies into the classroom.....

4. Focus on visual learning
Studies have shown the brains of Generation Z kids are actually structurally different....

5. Treating learning as a game
Treating learning as a game is not only more fun for Gen Z kids, it’s also more effective....

6. Focus on critical thinking and problem solving rather than information memorization
Memorization hasn’t completely evaporated from the classroom, but .....
7. A return to occupation-based training rather than college
Let us be clear.....

8. Learning in smaller bites
One of the downfalls of Generation Z, like their predecessors in Gen Y, their constant multitasking has saddled them with a short attention span......

Some suggested tactics/principles from experienced instructors include:

1. *Icebreakers*: Your class may very well be the first college classroom your students have ever entered, and for many, this event can be a bit disconcerting, and even intimidating. The tone you set on the first day of class can go a long way towards alleviating anxiety. Experienced instructors use a variety of icebreaker activities to encourage students to become comfortable with each other, with the college classroom environment, and with the instructor. It is likely that you will have students, for example, who are not even really sure what a syllabus IS so just going over it on the first day may not be enough.

2. *Availability*: Make yourself available to your students as much as is reasonably possible by phone, e-mail, or office hours. A caveat: this generation is also called the 'one-click' generation, though, because they often want instant service, so do set limits on your availability or it is likely that you will spend all of your time with them. Some instructors have had luck with other forms of availability, including Black Board discussion boards, Facebook and other social networking software, and instant messaging. You could also form a cell phone network and communicate with your students by text-messaging, the preferred mode of communication for the generation.

3. *Transparency*: Many of these students are very unfamiliar with the college setting. They want college to be different from high school, but without help in understanding the differences, they can revert to high school tactics and behavior. You can help them adjust to their new environment. Most experienced instructors report that it helps a great deal to be explicit about assignment goals and expectations. If you give an assignment, for example, put all information on a handout and be very clear about what you expect, why you expect it, how students will be graded, and when it is due. When you give a lecture or introduce a class exercise, explain to your students the reason you have chosen to do this and why you chose this method. The more students see implicit ideas become explicit, the more they become comfortable with and committed to participating in the process of a meaningful education.

4. *Interactivity*: The transition course provides an environment that supports the development of students’ confidence in their application of skills. Studies show that confidence in learning is derived more from active rather than passive learning. Active learning can be as basic as peppering lecture delivery with
pertinent questions and as expert as incorporating interactive exercises that remove the instructor from the center of the classroom. Interactivity can reinforce the relationship between the student and the instructor and can also contribute to the development of reasoning skills.

5. Variety: Bear in mind that you are acting as a gateway to a wide array of knowledge, skills, and orientations that are not distinctive to your own discipline. A variety of approaches and assignments can suit this function very well and allow students to discover skills they may not have known they had or to develop new ones. Many instructors emphasize variety in their methods of delivery, choice of assignments/readings, and in the skills they look for in their students.
THE LEARNING-CENTERED CLASSROOM

Chapter 8

Higher education is undergoing what some have called a shift to a learning-centered paradigm. This term is fancy education-speak that alludes to a move towards trying to understand how students learn and figuring out what we as instructors can do to make their learning more permanent, meaningful, or authentic/deep. This shift is not occurring without controversy, but if you have been considering trying some of the new strategies and techniques that have resulted from it, the first-year seminar is a great place to experiment and to work with alternatives to traditional lectures and assignments.

The use of learning-centered strategies is strongly encouraged and is often an essential element in the success of the first-year seminar experience. Of course, it is highly successful with your other courses as well. There are a number of fascinating and intriguing methods and projects available to sample. Which would you like to see in your classroom?

A. Service learning:
Service learning is a term used to describe the incorporation of projects that emphasize community engagement. Are you teaching a class on nutrition? Perhaps a trip to the local food pantry would be beneficial. Are you teaching a class on historic preservation? A field trip to an historical site might be instructive.

B. Multimedia Projects:
MU offers a host of opportunities for multi-media, from a dedicated media server for blogs, wikis, and web-pages (students can use and/or create these), to a center for support of digital media such as videos. Are you teaching a class in which students have to write as a group? You could use a wiki to help with scheduling issues. Are you teaching a class where students need to critique each other’s oral communication? You could have them make movies or podcasts of their assignments.

C. Experiential learning:
Experiential learning is about having students experience what they are learning. It can include service learning, undergraduate research, study abroad, internships/co-ops, and more. Are you teaching students a foreign language? They can experience that by working with bilingual communities or by traveling to a foreign country. Are you teaching a course on construction design? You can have students work with a local builder or designer and experience how the designs translate to real building projects.

D. Role-Playing Exercises:
Role-playing is becoming increasingly popular in higher education as a means for students to apply abstract or theoretical ideas to real-life situations. Are you teaching a course on nursing? You can have students role-play diagnostic
techniques. Are you teaching a course about business communication? You could have students apply what they learn in a mock business setting.

E. Case Studies:
The use of real-life case studies can add relevancy to your subject matter while allowing students to apply what they are learning in the classroom. Are you teaching a course on using GIS? You can give your students examples drawn from actual uses of GIS by researchers. Are you teaching a course that teaches students game theory? You can provide examples drawn from today's headlines.

F. Interdisciplinary Initiatives:
Interdisciplinary approaches help students to authenticate learning through experience, relevance, and critical reflection as they examine from the lens of multiple perspectives. Interdisciplinary learning designs can provide the foundation for a campus-wide exploration designed to foster our students' sense of civic responsibility and to engage teaching and learning across disciplines - a wonderful opportunity to connect the dots for new students!
ASSESSING YOUR FIRST-YEAR SEMINAR Chapter 9

Good assessment of learning is essential to any successful course. Like all courses at MU, your syllabus will include learning objectives, a grading scale, and a list of assignments and their relative weight, but the creativity and innovation fostered by the seminar format often leads to assessment challenges.

Some tips from seasoned faculty:
1. High school typically gives many graded assignments. Students are often unaccustomed to having so much weight on single assignments. You can break your larger assignments down into many smaller assignments and/or use your course to teach them about the importance of single assignments in college assessment.
2. It is often helpful to do a pre-test in which you assess what students know when they enter your course. This strategy gives you a sense of where your baseline lies. If you also do a post-test, you can get a sense of the contributions of your course. There are multiple tools available for designing and administering these tests.
3. Constructive comments are particularly important at this stage. Rather than simply assigning a grade, explain to students what they need to do to perform at a higher level and why. Much of the seminar approach is formative, i.e., designed to help the students improve along the way, rather than summative, i.e., designed to be a final evaluation of their work. It is not uncommon in first-year seminars, for example, for instructors to allow students to submit papers multiple times.
4. Grading non-traditional and/or oral projects can be very tricky, particularly when some of these can be tied to self-image, not just academic performance. Students at this level haven’t always figured out the difference, so remember your own emotional vulnerability as a first-year student when you design your assessments.
5. Grading group projects continues to pose problems for some faculty. While this issue is beyond the scope of this document, there are numerous tried and true techniques available for evaluating group projects. Do not try to reinvent the wheel; avail yourself of the experience of others, including other instructors of first-year seminars!
6. There has been some movement towards using rewards (the carrot) rather than penalties (the stick) in first-year seminars. This practice is not for everyone, but some have found it very useful. For example, instead of penalizing students for absences, some faculty provide bonuses for students who have exemplary attendance. Pick what works for you.
7. The objectives for the first-year seminar include introducing students to the rigor of college academic life. While the seminar is intended to be formative
and constructive, it is not an easy course, nor should it be assessed as such. Students need to know where their work stands in relation to the criteria of college-level work. On the other hand, the course should not be inappropriately difficult for a typical entering first year student.

The preceding examples are intended to serve as suggestions. As the Perry Model reminds us, there is no dualistic choice between the right way and the wrong way! Go for context-appropriate choices based on your temperament and preferred teaching style. Let us know if you have suggestions you would like us to include in this resource.

Assessment across courses
In addition to individual course assessment, there is significant value in evaluating first-year seminars as a collective due to the unique nature of the seminar among liberal studies courses. With careful attention to process and practice, we can develop strategies to support effective teaching and learning experiences and foster student satisfaction, persistence and retention. FYS faculty will be asked to complete a General Education rubric and a faculty survey. Additionally, all FYS students will be given a survey.

Assessment to date
Survey respondents from Fall 2012 expressed concerns that some seminars have lost sight of what a seminar is and its requisite goals. They expressed support for clearer standards in order to maintain seminar integrity, academic rigor, and consistent measurable outcomes. Participants also expressed needs for accountability and suggested several items that would support their work, including professional development, enhanced program assessment, and development of the resource guide.

Faculty comments:
- "Ask students as a final reflection how they met the SLOs – this is an excellent way to see if the course met its mark and if students really ‘got it’ --- plus they become accustomed to learning to assess their own learning."
- "Students should emerge with comparable goals in all FYS."
- "There’s no point in having a FYS if it’s not restricted in size and guided by distinctive goals."
- "Should not allow departments to commandeer First-year Seminars for internal curriculum needs and not allow loopholes."
- "Provide incentives for faculty and departments to offer a FYS. Reduce current disincentives."

Enrollment caps:
Overwhelmingly, respondents expressed that maintaining a lower enrollment cap is critical to the success of the seminar. Instructors do not want additional
funds or special treatment - they do want to teach the seminar as it is envisioned and for it to maintain its "integrity". Department Heads support the ideals and goals of the seminar, but feel that economic pressures interfere with their ability to balance faculty load and they will need support from administration. Students emphasized how much the seminar format helped them develop good intellectual habits early on and gain a sense of comfort with the institution while also developing a sense of community with each other and with their professors. Faculty comments:

- "Benefits [of low caps] outweigh the cost."
- "The smaller classes help prepare students in transitioning into the larger classes they will have."
- "One important thing that students can get from a seminar is social interaction and connection."
- "We’re really re-evaluating the core values of the institution; this class helps students make a connection with the institution and the core values."
The First Year Experience Committee maintains a page on the MU website (http://www2.mansfield.edu/fye/). The site provides resources and recommendations for faculty, as well as on-line learning modules that faculty may wish to use with their students. There is a list of community service suggestions and a contact list for potential guest speakers:

**SPEAKER RESOURCES FOR FIRST YEAR SEMINARS**

*The Red Zone* (A presentation on the importance of safety and sobriety, especially during the first few weeks on campus): Contact is Dusty Zeyn, Coordinator of Residence Life, 120 Pinecrest Manor, 662-4946, dbrooks@mansfield.edu

North Hall Library Orientation: Contact the librarian you would like to provide an orientation & tour for your class: Fran Garrison fgarriso@mansfield.edu, Sheila Kasperek skaspere@mansfield.edu, or Matt Syrett msyrett@mansfield.edu. (Optional FYS Library Assignment is available at: http://bit.ly/mulibfys).

The Diversity Passport: Contact is Alan Zellner, Social Equity & Multicultural Affairs Officer, 123 Alumni Hall, 662-4071, ezellner@mansfield.edu

Academic Advising & Using WebAdvisor: Contact is Ryan Stanley, Enrollment Services Representative II, 224 South Hall, 662-4201, rstanley@mansfield.edu

Study Skills and the Learning Center: Contact is Ellen Hale, Interim Director, 145 South Hall, 662-4150, ehale@mansfield.edu

Career Development Center: Contact is Nichole Lefelhoc, Assistant Director, Alumni Hall, Ground Floor, 662-4133, nlefelho@mansfield.edu

**Climbing Wall activities, Team Building Activities (we are getting a low challenge course this August), Fitness Information, Fitness Center Tours:** Contact is Amy DeLozier, Director, Kelcher Fitness Center, 662-4865, adelozier@mansfield.edu

Voter Registration: Registration Form available at: mansfield.edu/HEA/media/files/onlinevoterregformblank.pdf

Liberal Arts Education: excellent video at: http://www.youtube.com/watch?v=updDFmidRmg