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Search for New CELT Director

Big changes are ahead for CELT as a search for a new director will be held during spring semester. After 10 years at the helm of CELT, Director Corly Brooke, who also co-directs Learning Communities, has announced that she will return to full-time teaching in her department. (See related story, page 4.)

An internal search is planned for a new director. Associate Provost David Holger intends to have the search committee in place by the end of January, and for the appointment to be made by the time Corly steps down on July 1. For details on the search timeline and position requirements, check the Employment Opportunities webpage, www.iastate.edu/jobs.

Teaching at ISU

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Spring 2008

How to Help Students Think Creatively

by John Thomas, Lecturer,
Greenlee School of Journalism and
Communication

Following retirement from a 40-year advertising career I began lecturing in the Greenlee School of Journalism and Communication. In the spring of 2006, I led my first undergraduate seminar on managing creativity, JLMC 497. The course had four objectives: students were to learn how organizations manage creativity; gain an appreciation of creativity; understand creativity as a conscious thinking “process,” and be encouraged to take creative risks.

My Pendant for Creativity

I believe everyone is born to create. I also think we inherit students after much of their natural creativity has been suppressed; not for some ulterior motive, but out of social necessity. In the first twenty years of life, conformity is all-pervasive in the home, our schools, the church, organized sports, and society as a whole. At all early life stages our students are rewarded for listening, obeying, sitting still and fitting in.

Conformity is a worthy ideal. After all, as children we often make foolish mistakes. It is conformity that keeps youth and inexperience on track. Unfortunately, in taming the child we also domesticate our spontaneity, our non-conforming thoughts and our appetite for risk.

There is nothing that says that once foolishness is restrained that we cannot regain our enthusiasm for risk. Even though we temper our creative impulses to attain adulthood, this does not mean we have to stay that way forever. The activity of creating is what we are born to do. If there is a more important

meaning in life than to create, procreate and leave behind a better world than the one we entered, I do not know what it could possibly be. *All of us should be expected to make the world a better place by adding value,*

by creating, by leaving unique footprints that others will follow. For the student, this message is inspiring. It translates to recapturing lost imagination, accepting intelligent risk and valuing the freedom to think originally.

General Structure of JLMC 497

Fundamentally, creativity is about thinking, doing, and participating as opposed to lecturing and testing. For that reason, I structured this course to *demonstrate creative values* through non-traditional assignments.

The idea was to create tasks/projects that encouraged risk-taking with an unusually large degree of academic freedom. JLMC 497 was not a typical course of study. There were no absolutes, no correct answers, and no tests over content. Instead students were encouraged to interact, think and invent their own answers as they progressed through the semester.

The major danger in teaching creativity is getting caught up (along with the students) in the joy of creation without delivering a lesson. To thwart this problem, I focused a lot of

(continued on page 4)



John Thomas

Gail Nonnecke Receives National Teaching Recognition



*Gail Nonnecke,
Professor, Horticulture*

by Susan Yager,
CELT Associate Director

You never know where you will find Gail Nonnecke, Professor of Horticulture. You may well run into her in the classroom; just in the past year, she has taught students at the first and second-year levels, in 400-level courses, Sustainable and Environmental Horticulture and Fruit Production and Management, and in a graduate course Integrated Management of Tropical Crop Production.

If not in class, Gail might be in a committee meeting, perhaps coordinating the Horticulture Learning Community for first-year students. Or perhaps you'll locate her in an orchard at an ISU research farm, organizing students in Horticulture and in Food Science and Human Nutrition as they harvest gleaned apples for local food banks and homeless shelters.

If you can't find her there, look further afield – in the Kamuli district of Uganda, where many children suffer from malnutrition and related disease. There Gail has worked with students from both Iowa State and Makerere University of Uganda on a school garden project which aims to improve the diets of local children and teach children to raise food for their families.

In each of these settings, Gail is concerned with her students' learning and their development as future professionals. That's why, late in 2007, one place you could have found her was in Washington, D.C., accepting an award as Iowa Professor of the Year from the Carnegie Foundation for the Advancement of Teaching and the Council for the Advancement and Support of Education (CASE). This award, part of the annual U.S. Professors of the Year recognition, recognizes outstanding teachers of undergraduates at community colleges as well as four-year colleges and research institutions. Gail is the second Iowa State faculty member in recent years to be named, as Iowa Professor of the Year. J. Herman Blake was similarly honored in 2002.

Gail was delighted to be recognized by a tribute presented by Tom Latham, U.S. Congressman from Iowa's Fourth District.

Gail received her B.S. and M.S. from Pennsylvania State University, which is where her interest in teaching began to grow. "I was a teaching assistant and provided lectures for a section of a horticulture course, and a sincere passion for the subject created my strong interest in college teaching. Teaching allowed

me to share my enthusiasm for a discipline and to learn along with the students," Gail says. She adds that as a "green" teacher in her early 20s, "I don't think I was very good at fostering student learning, but the students were kind and provided constructive feedback so I could improve."

Once she received her Ph.D. at Ohio State, Gail relocated to Iowa State in 1983, where she has gained many teaching accolades in addition to the Iowa Professor of the Year honor. She loves "the intellectual freedom to develop a course that allows students to learn effectively," not only the required technical skills, but also knowledge that is gained from considering multidisciplinary perspectives. She adds, "I like to engage students in active learning through assignments, classroom and laboratory activities, and experiential student learning. It is also very rewarding to see students change over the semester as they practice, develop and learn new skills."

"I love working with Gail. She is very knowledgeable and supportive. She is always willing to give words of encouragement, a helping hand, and critical feedback."

— Jenny Aune, Senior Lecturer, English

Asked to offer advice to those beginning their teaching careers at Iowa State, Gail responds thoughtfully. "First, value the opportunity given to you — you have been given the amazing chance to impact the learning and development of others," she says. She also suggests that teachers take seriously the question of "how students learn best in your discipline and what you can do to help facilitate that learning."

Gail urges new teachers to take advantage of CELT programs, faculty groups, teaching circles, departmental sessions, and other development opportunities. "We are very fortunate at ISU to have an array of programming to help us become better teachers and new faculty can benefit immensely by being engaged," she adds.

"Finally, find a teaching partner or a mentor to help you as you move forward in your teaching. I have valued the constructive input that I received over the years; I strongly believe that my teaching and students' learning improved because of the contact with other faculty about teaching."

Gail's colleague and co-worker Jenny Aune, Senior Lecturer, Department of English, agrees that Gail's teaching focus is "effective student learning." She says, "I love working with Gail. She is very knowledgeable and supportive. She is always willing to give words of encouragement, a helping hand, and critical feedback. I can't imagine teaching the Horticulture Learning Community English course without her."

CELT Develops New Grad Student Teaching Certificate

by Donna Kienzler,
CELT Assistant Director

Universities across the nation have been developing College Teaching Certificate programs as a means of helping better prepare graduate students who wish to enter academic life as professors. ISU's new Graduate Student Teaching Certificate (GSTC) is designed to enhance the professional development of graduate students who want to become professors in four-year schools of higher education that emphasize teaching.

These schools are looking for graduates who have developed their teaching abilities, and the GSTC provides evidence of this development. The requirements for this certificate provide additional teaching knowledge and experience, focused as much as possible in the home discipline, for graduate students across the university. It is important to note that the GSTC is not a state teacher certification program.

Program participants will take 12 credits and attend four teaching events sponsored by CELT. Students must already have a graduate degree or be admitted to a graduate program at ISU in which they have completed at least nine hours, before being admitted to this certificate program.

The certificate has two tracks: Track I is for students who have been admitted to the Preparing Future Faculty (PFF) program

and Track II is for non-PFF students. In both tracks, participants will take a 3-credit teaching methodology course, such as

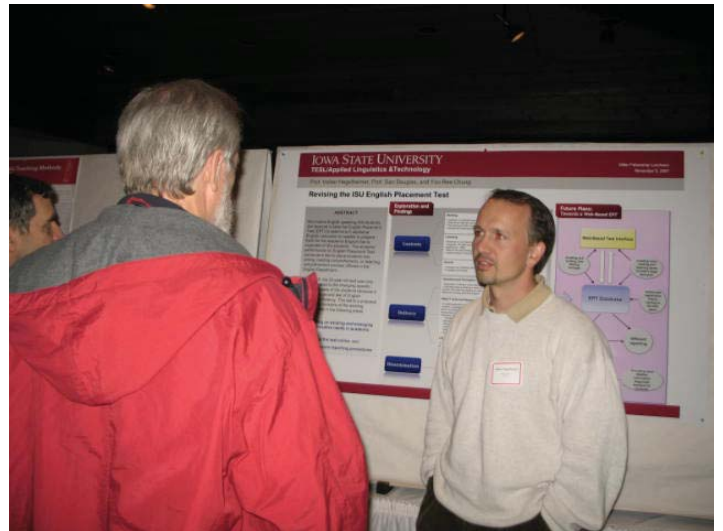
- Higher Education 561, College Teaching
- Agricultural Education and Studies 520, Instructional Methods for Adult and Higher Education in Agriculture and Natural Resources
- Chemistry 555, Chemical Pedagogy
- English 500, Proseminar: Teaching English Composition
- Psychology 633, Teaching of Psychology

Track I participants will also take a 3-credit teaching practicum administered by PFF's Teaching Practicum, and supervised by a departmental faculty mentor, as well as 4-7 credits of other PFF courses. If they have fewer than 6 credits in the PFF program, they will add 3 credits from the GSTC list of elective courses.

Track II (non-PFF) participants will take, in addition to their 3-credit teaching methodology course, a 3-credit teaching practicum in their disciplinary department. This course can be an independent study (590) if necessary. They will also take 6 additional credits from the GSTC list of elective courses.

For more information about the certificate, including application forms, please visit the GSTC web site at www.celt.iastate.edu/gstc, email gstc@iastate.edu, or contact Karen Bovenmyer at 294-4065.

Fellowship Recipients Discuss Projects at Miller Lunch



Sree Nilikanta, Associate Professor, LOMIS, and Ginny Blackburn, Associate Professor, Management, left, and Volker Hegelheimer, Associate Professor, Department of English, right, discuss the scholarship emerging from Miller Faculty Fellowships at the Miller Recognition luncheon at the Brunnier Art Museum in Scheman Building, in November.

CELT Director to Return to Full-Time Teaching



*Corly Brooke,
Director, CELT*

Corly Brooke, Director of the Center for Excellence in Learning and Teaching and Professor in Human Development and Family Studies, has decided to step down from both directing CELT and co-directing Learning Communities. Beginning in the fall 2008 semester, Corly will return to what she has often called her “passion,” teaching full time in HDFS.

“I have loved serving CELT and Learning Communities for the past ten years and am so grateful for the progress that has been made in promoting learning at Iowa State,” she said. “It has truly been a wonderful and gratifying experience.”

One of Corly’s major goals has been to help build communities of faculty, staff and students that support effective teaching, and she feels confident that those communities exist and

are thriving. She points to the 2004 reorganization of CELT, which brought the addition of Learning Technologies and the Preparing Future Faculty program, as a highlight of her tenure as director. In addition, Corly notes, “The successful growth of learning communities has been a sweet journey and the move to the top floor of Morrill Hall was a highlight of the past year.” Corly has also been active nationally as a leader in Learning Communities and with the National Organization for Professional Development in Higher Education (POD).

Corly adds, “Over the past ten years I have had the great pleasure of working with many wonderful people who are dedicated to enhancing learning and I have enjoyed making lifelong friendships and connections. I certainly intend to continue those relationships and thank everyone sincerely for ongoing support and advocacy for CELT, Learning Communities and the students of Iowa State.”

The Office of the Provost plans to conduct an internal search for a new director during spring semester (see details, page one). Corly will continue in her current positions through the end of June.

Greenlee Lecturer on Teaching Students to be Creative

(continued from page 1)

my time on planning and evaluation. Configuring groups for student projects proved to be important. Groups needed not only to bond, but also to be matched for each task. During the semester four different group structures were formed. For the initial task, “trashart” (creating value from trash), there were six groups of 5-6 students. For later tasks, including the ideation (that is, brainstorming) lectures, there were three groups of 10 to 12 students. For one activity students were paired off in groups of two. Students also had individual assignments, for example the creation of their midterm and final papers.

To promote interaction, a series of small group lectures were associated with an ideation rotation. The small group lectures set up the rest of the course projects. Each completed task was always followed with a short lecture (summation and resultant lesson). This summary activity was fortified with constant encouragement and selected readings along with a non-traditional text (*Orbiting the Giant Hairball*, Gordon McKenzie, 1996).

Relevance of Creativity to Curricula

Academic values from 497 are essentially related to each student’s future “*curricula environment*.” Obviously a signifi-

cant portion of student course work is one-way communication through lecture. On the other hand, if students are required to create, think, and synthesize, they are more likely to use what they have learned about creativity in 497.

From my perspective, the transfer of creative academic value is highly dependent on the lecturer; much relies on “method.” For example, I recently added a creative component to a classic large lecture setting (85 students). As a result, the students not only absorbed the traditional lecture material, but also flourished within the creative requirements of the course.

Was the 497 course successful?

Was it a lot of work? Yes. Was it rewarding? Yes, beyond my expectations. Did the students learn to appreciate creativity? Yes. Did the students enjoy the course? Yes. Did the course reawaken creativity? I think so, but have no absolute proof. Did the student task groups bond? Yes. Did the students learn to take risks? Yes. Did the students respond to creative tasks? Overwhelmingly!

Later this semester, John Thomas and other faculty will participate in a CELT panel discussion on teaching creativity. For details, see the Programming Update on page 7.

Improving Minority Student Retention, Graduation Rates

by Todd Holcomb, Associate Vice President for Student Affairs and Dione Somerville, Dean of Students

David Holger, Associate Provost, and Kathy Jones, Registrar, also contributed to this article.

Nationwide, minority students enrolled at colleges and universities tend not to remain enrolled, nor graduate, at a rate similar to that of their majority peers. At Iowa State, retention and graduation rates are consistent with national trends for similar institutions.

Internal research shows that for some minority students at ISU, there is a clear drop in retention rates between the sophomore and junior years. It is important to note, however, that small sample sizes are associated with greater volatility. Thus, for ethnic minority groups, small student cohorts bring about higher variability in retention rates from year to year.

When analysis of student data controls for a variety of variables, including high school rank and ACT/SAT scores, race emerges as a significant contributor to student attrition at Iowa State. A variety of factors contribute to this dynamic; one of these is campus climate.

According to a study by Kuh, Kinzie, Schuh, Whitt (2005), “high levels of student engagement are associated with a wide range of educational practices and conditions.” These include “purposeful student-faculty contact, active and collaborative learning, and institutional environments that are perceived by students as inclusive and affirming,” as well as clear and reasonably high expectations for performance. As this study indicates, a positive relationship with a faculty member can be a factor in retaining students. Faculty can take specific actions to help retain all students, including minority students.

Successful Retention Programs at ISU

To mitigate the sometimes “chilly” climate on campus, ISU supports several retention initiatives in which students of color perform at levels higher than expected.

Learning Communities

One program that, according to data, enhances retention of minority students is Learning Communities. For all students, participation in a learning community is related to a higher retention rate than for their non-participant peers.

Participation in learning communities has a positive impact on both retention and graduation rates. Students who participate graduate at higher rates than do their non-participant peers.

Scholarship Programs

The Multicultural Vision Program (MVP) and the George Washington Carver (GWC) Scholarship programs track the retention and graduation rates of their participants. The MVP Scholarship is awarded to students of color from the state of Iowa who demonstrate financial need. There are no academic criteria associated with this award. The retention rates for students enrolled in the Multicultural Vision Scholars (MVP) program continue to be higher than those of their minority peers, even though they are still below those of their majority peers.

The Carver Academy is designed to promote the holistic development of the ISU George Washington Carver (GWC) scholars in their transition to Iowa State University. Iowa State University offers the full tuition George Washington Carver (GWC) Scholarship Awards to 100 incoming students of color each year. These students come directly from high school and are in the upper 25 percent of their graduating class or have a 3.50 high school GPA. Their ACT scores average 24 or higher and SAT scores, 1090 or higher.

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Learn More about Diversity and Classroom Climate

Attend a Panel Discussion. A panel discussion on the experiences of students and faculty of color at Iowa State will be held **Monday, February 4 at noon in the Memorial Union Sun Room**. Among the speakers will be Iowa State alumna Modupe Labode, former faculty member in the Department of History and now Public Scholar of African American History and Museums at Indiana University-Purdue University Indianapolis. Offering a student perspective will be ISU alumna Jowelle Benson, who is currently a graduate student in Educational Leadership and Policy Studies, and Jaymes Barnett, a junior in Logistics and Supply Chain Management.

Check out new books at the CELT Library. Among the new arrivals on the topic of classroom diversity are *Diversity Across the Curriculum: A Guide for Faculty in Higher Education*, ed. Jerome Branche et al. (Anker, 2007); *147 Practical Tips for Teaching Diversity*, W.M. Timpson et al. (Atwood, 2005); and *Engaging the Whole of Service-Learning, Diversity, and Learning Communities*, ed. Joseph A. Galura, et al. (Michigan, 2004).

Large Class Faculty Learning Community A Success

by Jennifer Diers, Graduate Assistant, Human Development and Family Studies

If you have ever taught a class of more than 100 students you know that it can be a challenging task! In the spirit of building community and sharing effective strategies, CELT has sponsored a large-class Faculty Learning Community (FLC) this academic year. A group of fifteen large-class instructors from the college of Liberal Arts and Sciences, representing a diverse group of instructors from senior lecturer to professor, has met weekly since the beginning of fall semester. It is estimated that more than 3500 students are enrolled in the classes taught by this group of instructors. Participants in the FLC include:

- Terry Alexander, Senior Lecturer, Economics
- Nancy Boury, Senior Lecturer, Animal Science-Microbiology
- Cinzia Cervato, Associate Professor, Geological and Atmospheric Sciences
- Kristie Franz, Assistant Professor, Geological and Atmospheric Sciences
- Amy Froelich, Assistant Professor, Statistics
- Ulrike Genschel, Lecturer, Statistics
- Doug Gentile, Assistant Professor, Psychology
- Matt Hill, Assistant Professor, Anthropology
- Barbara Krumhardt, Lecturer, GDCB
- Ling Long, Assistant Professor, Mathematics
- Jay Newell, Assistant Professor, Greenlee
- Peter Orazem, University Professor, Economics
- David Vleck, Adjunct Associate Professor, EEOB
- John Verkade, University Professor, Chemistry
- Theresa Windus, Professor, Chemistry

The FLC is facilitated by three experienced large class instructors: Jim Colbert, Associate Professor, EEOB, Corly Brooke, CELT Director and Professor, Human Development and Family Studies, and Jennifer Diers, a graduate assistant in HDFS.

The focus of the learning community is to discuss issues surrounding the teaching and learning in large classes and to share best practices. The instructors began fall semester with a two-day workshop and have met weekly throughout the semester. Topics of discussion have included: classroom management and student civility; motivation and attendance in large classes; using PowerPoint and technology; engaging students in active learning; and formal and summative assessment of students. Participants also took time to observe the classrooms of two master teachers as well as each others' classrooms.

"... faculty report that their students are asking more questions, are more motivated to attend class, and seem to be visiting their offices and emailing their instructors more often."

Among the goals for the program are for faculty to explore and implement pedagogical strategies to enhance student learning and engagement in large lecture environments; to form a community of LAS large-lecture instructors to share ideas and to develop a supportive network; and to reflect on current teaching practices while developing new teaching strategies. Initial assessment of the program indicates that this faculty learning community is both effective and engaging for participants and for their students.

As a result of their participation in the learning community, faculty report that their students are asking more questions, are more motivated to attend class, and seem to be visiting their offices and emailing their instructors more often. In addition, faculty have noted that as teachers they are more willing to try new teaching techniques, enjoy the peer feedback relating to teaching large classes, and have benefited greatly from observing other large-class instructors. The participants also value the network of large-class instructors that has been formed and feel they will continue professional connections with other participants beyond the extent of the learning community.

All fifteen of the instructors plan to continue participation in the learning community with weekly meetings during spring semester. They look forward to the discussions in the learning community as an impetus for continuing to improve the teaching and learning in large classes at Iowa State while enjoying new friendships and support for the unique challenges of teaching large classes.



LAS Faculty Learning Community members gather to discuss issues facing large class instructors at ISU. (photo taken by Jennifer Diers)

CELT Plans Full Slate of Workshops for Spring

CELT programming for spring includes sessions on student evaluation and on teaching creativity, as well as Learning Technologies workshops for everyone from neophyte to expert. The complete list of events is online at: www.celt.iastate.edu/events.

WebCT and Classroom Technologies Workshops. (Session-held in 1230 Communications). Workshops on **WebCT GOLD** begin in late January and continue throughout the semester; see the website for times. These sessions cover the spectrum from the basics of WebCT to functions that make assessment, grading, and course management easier. The sessions include

- Introduction to WebCT GOLD, Jan. 29, Feb. 12, Mar. 28;
- Managing Course Content, Feb. 1 and 21 and April 8;
- Communication Tools and Strategies, Jan. 30, Feb. 26, and April 21;
- Quizzes, Surveys & Self-Tests, Feb. 7 and Mar. 26; and
- Managing Students and Grades, Jan. 31, Feb. 29, April 25.

CELT will also offer two sessions on using personal response systems or “clicker” technology. A **Clicker Pedagogy Discussion** will be held Thursday, Feb. 14, 12:10-1 p.m., and on Thursday, April 24 from 12:10-1 p.m. a workshop will be presented on **Using Clickers to Engage Students in the Classroom**. Basic PowerPoint skills are required for this workshop on how to prepare interactive presentations, collect students’ responses, and gauge student learning. A new Learning Technologies workshop will feature **YouTube and TeacherTube: Introduction to Video Sharing Websites**, Tuesday, March 11, 9-11 a.m.

For those who want the basics of PowerPoint, a session on **PowerPoint 2003 I: Creating Effective Presentations for the Classroom** will be offered Wednesday, Feb. 6, from 1:10-3 p.m. Two advanced PowerPoint sessions, **Working with Objects and Multimedia Tools** and **Using Animation and Branching Tools** are tentatively planned; check the CELT website for details. In addition, CELT offers **What’s New in PowerPoint 2007** for users of Windows Office 2007, Thursday April 3, 1:10-3 p.m.

Faculty Forums and Professional Development Workshops. In January, CELT’s professional development workshops kick off with **Developing Service-Learning Partnerships with Community Agencies**, presented by Jennifer Garrett, Coordinator of Leadership & Service, and Teresa Downing-Matibag, Assistant Professor, Sociology. This session will explore opportunities in Ames for service-learning, including opportunities to partner with community leaders in developing service-learning projects. This workshop will be Wednesday, Jan. 30, 12:10-1:30 p.m. in 2030 Morrill Hall.

February brings a repeat workshop, **Getting Students to Read**, Friday, Feb. 1 from 12:10-1:30 p.m., 2030 Morrill Hall. Susan

Yager, CELT Associate Director, will discuss possible solutions for the widespread problem of students who do not complete reading assignments. Also in February CELT will present a Faculty Forum on **Student Evaluation of Teaching**, Tuesday, Feb. 19 from 12:10-1:30 p.m., Memorial Union Cardinal Room. Presenters will discuss end-of-term course evaluations as a means of assessing learning and as one way among many to evaluate achievements in teaching. A second Faculty Forum, a reprise of the popular session on **Reaching the Net Generation through Blended Learning**, will be held 12:10-1:30 p.m. Monday, Feb. 25 in the Memorial Union Campanile Room. In addition, a joint CELT-LAS session on **Master Teachers on Large Classes** will be Thursday, Feb. 28 from 3:30-5 p.m. in the Memorial Union Campanile Room, with insights and suggestions from the 2007-08 LAS Master Teachers.

March will see the return of the Faculty Forum on **Teaching Tips**. This fun, fast-paced session will be Tuesday, March 4, 12:10-1:30 p.m. in the Memorial Union Campanile Room. Several ISU teachers, both faculty and staff, will offer a quick idea or technique to make your teaching life easier. Later in March, Nancy Evans, Professor, ELPS, will present on **Implementing Universal Instructional Design in Teaching**. This session will be held Tuesday, March 11 from 12:10-1:30 p.m. in the Memorial Union Pioneer Room.

April will bring a panel discussion on **Teaching Creativity**, from 3:30-5 p.m., Tuesday, April 8 in the Memorial Union Gallery, and a reprise of a popular workshop, **Your Fall ’08 Syllabus**, 12:10-1:30 p.m. Friday, April 18 in 2030 Morrill Hall. Susan Yager will facilitate.

Sessions on Scholarship of Teaching and Learning. You are invited to meet with recent recipients of Miller Faculty Fellowships at the **Miller Showcase**, 12:10-1:30 p.m., Tuesday, March 25 in the Memorial Union Campanile Room. Miller Fellows will discuss their projects and the scholarly work that has resulted. In addition, you can learn about faculty’s scholarly work in teaching at three brown-bag sessions on **Outcomes and Updates** from the **Scholarship of Teaching and Learning Institute**. These sessions, featuring reports from faculty who have been working this academic year on projects related to the scholarship of teaching and learning, will be held from 12:10-1:30 p.m. on Wednesdays, April 16, 23, and 30, in 2030 Morrill Hall.

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Details on these and other sessions, including sessions especially for graduate students, are online. You can register online via AccessPlus. For instructions, see www.celt.iastate.edu/events. Or, you can contact celt@iastate.edu or 4-5357. Specify event title and date, your name, position, department, and phone number.

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Identifying Elements to Help Minority Students Succeed

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Next Steps

What are the key elements that help minority students succeed at Iowa State? Information that would help answer this question includes:

- data tracing the influence of family income, parental education, and distance from home for minority students;
- additional analysis of African American and Hispanic American students by gender (analysis of other groups cannot yield statistically significant results);
- analysis of a recent Mellon/AAU study results (soon to be released) including how graduation and retention are affected by ethnicity, family income, gender and parental education;
- a qualitative study to better understand minority students' experience on-campus; and
- student-to-student comparison studies.

According to a recent Teagle Foundation Working Group White Paper (2006), a "student's own integration to campus life directly affects retention rates, including these factors: few reports of racial discrimination, high satisfaction with their

university, perceived membership in the affairs of the racial majority on their campus, and having relatively strong peer relationships. Some aspects that can determine the nature of racial climate at institutions include student social adjustment, attitudes of other students, access to instructors, academic programs, social support, institutional policies, and financial aid."

Further research should also examine how student membership in multiple groups and activities influences their success. When we consider retention, we need to look at many aspects of a student's experience – academic preparedness, campus environment/climate, cultural differences, socio-economic factors, and psychosocial /racial identity development.

References

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Teagle Foundation Working Group White Paper. (2006). *Eliminating Racial Disparities in College Completion and Achievement: Current Initiatives, New Ideas, and Assessment*.
