The Residential College South, a residential and co-curricular academic community, has hit its stride in its second year of operation. In the words of Senior Fellow Daniel E. O’Sullivan (Modern Languages), “Members experience the best of both worlds by joining the UM Residential College: the close-knit community associated with small liberal arts colleges and the wide array of academic program choices typical of large state universities.” O’Sullivan lives in the college with his wife, Patricia (Philosophy and Religion; School of Pharmacy), and their two children: Marion (aged 12) and Colm (11).

It is the input of faculty that sets the RC apart from the traditional residence hall. In addition to the live-in Senior Fellow, approximately 25 Faculty Fellows participate in college life. Many serve as Writing or Math Mentors; Modern Language faculty host language tables during mealtimes; others organize film festivals or bike rides; still others enjoy just sitting down with RCers over lunch and chatting informally. What do they say about their experiences as RC Faculty Fellows?

“I treasure the feeling of being a part of something important, a potential game-changer, offering a safe and nurturing environment with high-end lodging to worthy young people who can likely make a difference. The stimulating environment and the prestige in simply being there makes the astute and aware stand a bit straighter, work a bit harder, and smile more” (Hugh Sloan, Marketing).

“I don’t have a chance often to meet students outside of my field or to hear students talk about their college life generally. The RC Faculty Fellow Program has been a good way to allow those conversations” (Richard Forgette, Political Science).

“I don’t have a chance often to meet students outside of my field or to hear students talk about their college life generally. The RC Faculty Fellow Program has been a good way to allow those conversations” (Melvin Arrington, Modern Languages).

Faculty members (professors and instructors alike) interested in joining the RC Faculty Fellow program can contact Dan O’Sullivan at dosulliv@olemiss.edu.
In Spring 2011, EDHE 202 (Fundamentals of Active Learning) will enter its sixth year as the means by which students returning from academic suspension or dismissal are helped in their transition back to the University. EDHE 202 is administered through the Center for Excellence in Teaching and Learning and relies on a close relationship with the Department of Leadership and Counselor Education in the School of Education.

Over the years, the Contractual Readmission Program has evolved and will continue to evolve to meet the academic, social, emotional, and cognitive needs of these students. Currently, students in EDHE 202 are required to (1) log five hours/week in the J.D. Williams Library, (2) attend an individual or small group meeting with a program counselor each week, and (3) submit a weekly Blackboard assignment that guides students’ evaluation of the past week’s efforts and their plans for the upcoming week.

Each semester, data is collected on these students including information that is available through the Campus Management System, responses from their weekly Blackboard assignment, and feedback from end-of-semester surveys. This information helps paint a picture of the students and the nature of their difficulties. For example, the ACT composite scores of students who return from academic suspension or dismissal average about 21, with the middle 50% ranging from 17 - 18 to 22 - 23. In contrast, the average ACT composite score of University students is 23.

Additionally, our research indicates that students who eventually end up in EDHE 202 have poor GPAs in their first semester as freshmen. The average first semester GPA for these students ranges from 1.26 to 1.56. This is better than their average semester GPA that triggers their suspension or dismissal, which ranges from 0.85 to 1.19. In contrast, the semester GPA during which they are enrolled in EDHE 202 ranges from 1.69 to 1.88. Interestingly, the greatest variability of semester GPAs (i.e., standard deviation) occurs in the semester in which students are enrolled in EDHE 202. It is typically in excess of one full grade point. This variability, coupled with the wide point spread within EDHE 202 (0-150 pts) suggests that some students are ready to make changes when they return and some are not.

On the bright side, EDHE 202 has been successful in helping students improve their grades and successfully graduate. The number of students who were enrolled in EDHE 202 at least once and have gone on to graduate is 452. While we cannot claim complete victory, it is victory nonetheless for each of those 452 students.

For additional information, please see http://olemiss.edu/depts/cetl/AboutEDHE.html.

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**CETL Faculty Development Luncheon Series for Spring 2011**

**Wednesday, February 2**  
Dr. Maurice Eftenk, Associate Provost and Dean of Graduate School, University of Mississippi  
*Textbook Policy and Open-Source Textbooks.* Union Ballroom.

**Tuesday, March 1**  
Dr. Robert Cummings, Director of Center for Writing and Rhetoric, University of Mississippi  
*e-Portfolio and Freshman Writing Program.* Union Ballroom.

**Wednesday, April 6**  
Dr. Kate Kellum, Associate Director of Institutional Research and Assessment and Assistant Professor of Psychology, University of Mississippi  
*Best Practices in Assessment Plans and Reports.* Union Ballroom.
Teaching and Learning

Academic Success Training (AST) Workshops for Spring 2011

The Center for Excellence in Teaching and Learning offers Academic Success Training (AST) workshops to assist all UM students to further develop their skills. The Spring 2011 AST Workshops are offered Mondays through Thursdays, 4-5 pm, in 201 Hill Hall. They are designed to encourage students to (1) reflect on how they learn and (2) practice alternative study techniques for more effective and efficient learning. Additional information is available at http://www.olemiss.edu/depts/cetl/AST.html. Please refer students who you feel might benefit from these workshops.

- **Time Management**, Jan. 31-Feb. 3 and Mar. 28-31
- **Goal Setting**, Feb. 7-10 — Bring your syllabi!
- **Making and Using Notes**, Feb. 14-17 and April 4-7
- **Deep Reading**, Feb. 21-24 and April 11-14
- **Critical Thinking**, Feb. 28-Mar. 3 and April 18-21
- **Concept Mapping**, Mar. 7-10 and April 25-28
- **Preparing for the Test**, Mar. 21-24 and May 2-5

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**Engineering “New” Engineers!**
By Dr. John O'Haver

The World Economic Forum ranks the United States 48th of 133 major and emerging economies in the field of mathematics and science education¹. Furthermore, Mississippi nationally ranks last in mathematics, more than two standard deviations below the national average². So what do you do when you want to grow the enrollment of your engineering program in order to help the technical workforce development for the state? You create an Engineering Skills class for interested freshmen.

Engineering 100 is unlike the traditional *Introduction to Engineering* course that assumes that the student is fully prepared and needs only an introduction to the various fields within Engineering. “I don’t assume very much” says Dr. John O’Haver, Associate Dean of Engineering and Professor of Chemical Engineering.

Two sections of Engineering 100 are being offered this semester, taught by Dr. O’Haver, and his post-doctoral fellow, Dr. Derek Englert, a 2002 University of Mississippi engineering graduate who recently earned his Ph.D. from Texas A&M. In addition to introducing the various opportunities available in engineering, O’Haver manages to work in fundamental skills and knowledge students will need to succeed in a curriculum heavy in math and science courses.

“We have examined study skills, engineering ethics, effective teamwork and peer evaluation, listening skills, the various engineering disciplines, manufacturing issues, technical writing, and lots of multi-step problem solving. Hopefully, I am reviewing their math, teaching them new material, and helping them learn how to be successful in engineering.”

Students will be tracked over the coming years to determine the impact of Engineering 100 on retention and success in their fields.

**SI is Catching On**

By Dr. Nancy Rhea Wiggers

The word is getting out about the new UM Supplemental Instruction (SI) Program, resulting in good attendance numbers (see graph below). Preliminary data on grades is also positive; on average, 52% of SI attendees have scores of “C” or above on examinations versus 45% of non-attendees. Spring 2011 begins the next half of the SI pilot year with sections of Accounting 202, Biology 161, and Chemistry 106.