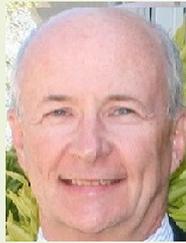


Engaging Effectively with Workplace Innovation as a Graduate Attribute



Thomas Carey

@thoscarey



THE UNIVERSITY
OF QUEENSLAND
AUSTRALIA

Institute for
Teaching and Learning Innovation
(ITaLI)



SAN DIEGO STATE
UNIVERSITY

BCAU BC ASSOCIATION
of institutes + universities



Four Central concepts:

We need to better prepare our students for dynamic workplace change,

why?

...developing their capability in emerging learning & knowledge practices

what?

...treating our T & L environments as exemplary “workplaces for learning”

how?

with *Workplace Innovation Capability as a Graduate Attribute* for illustration.

really?

Innovation: the social process of creating lasting value from new ideas

Three types of Innovation Capability

- Programs to develop Innovation Leaders are now commonplace

Innovation: the social process of creating lasting value from new ideas

Three types of Innovation Capability

- Programs to develop Innovation Leaders are now commonplace



Entrepreneurship Incubator



Innovation: the social process of creating lasting value from new ideas

Three types of Innovation Capability

- Programs to develop *Innovation Leaders* are now commonplace
- What's New: All our students need to graduate *Innovation-Capable*
 - ❖ *for the workplace...*

Unit of competency details

BSBINN201 - Contribute to workplace innovation (Release

| ELEMENT | PERFORMANCE CRITERIA |
|--|---|
| <i>Elements describe the essential outcomes.</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> |
| 1 Identify opportunities to do things better | 1.1 Be aware of own role in workplace innovation 1.2 Proactively identify opportunities for improvement in own area of work 1.3 Gather and review information which may be relevant to ideas and which might assist in gaining support for ideas |
| 2 Discuss and develop ideas with others | 2.1 Identify people who could provide input into ideas for improvements 2.2 Select the best way of approaching people to begin sharing ideas 2.3 Seek feedback on improvement of ideas, and discuss and develop options and possible variations 2.4 Review and select ideas for follow up based on feedback and further review |
| 3 Address the practicalities of change | 3.1 Take action to implement routine changes in consultation with others and within scope of own responsibility 3.2 Identify and articulate issues and practical processes for implementing proposed ideas 3.3 Present ideas and practical suggestions to the appropriate people about how improvements could be made |

Unit of competency details

BSBINN201 - Contribute to workplace innovation (Release

- identify opportunities to do things better
- discuss and develop ideas with others
- address the practicalities of change

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GROWTH

Internal Market, Industry, Entrepreneurship and SMEs

European Commission > Growth > Industry > Innovation > Innovation Policies > Workplace innovation

Search

Single Market and Standards
Industry
Entrepreneurship and SMEs
Access to finance for SMEs
Sectors

Innovation

Innovation Policies ^

- Social Innovation v
- Design for innovation
- Demand-side policies for innovation
- Public sector innovation
- Public procurement of innovation
- Workplace innovation
- Funding for innovation v
- Monitoring innovation
- Smart Specialisation
- Business Innovation v

Workplace innovation

...combining human, organizational and technological dimensions. This social process simultaneously results in improved organizational performance and enhanced quality of work life.

structure, Human work environment leads to increased business workplace innovation.

Work Resources itself labour comp

Work

- employees through
- combines leadership with hands-on, practical knowledge of frontline employees
- engages all stakeholders in the process of change
- what does this mean in practice and how can you implement it in your organisation? take a look at [Your guide to workplace Innovation](#)

Innovation: the social process of creating lasting value from new ideas

Three types of Innovation Capability

- Programs to develop *Innovation Leaders* are now commonplace
- All our students need to graduate *Innovation-Capable*
 - ❖ *for the workplace, and in their other roles...*
 - ❖ *as 'constructively critical friends' of innovation*

| ELEMENT | PERFORMANCE CRITERIA |
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What contextual knowledge underlies the skills?

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What contextual knowledge underlies the skills?

What experiences will foster fluent capability?

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What experiences will foster fluent capability?

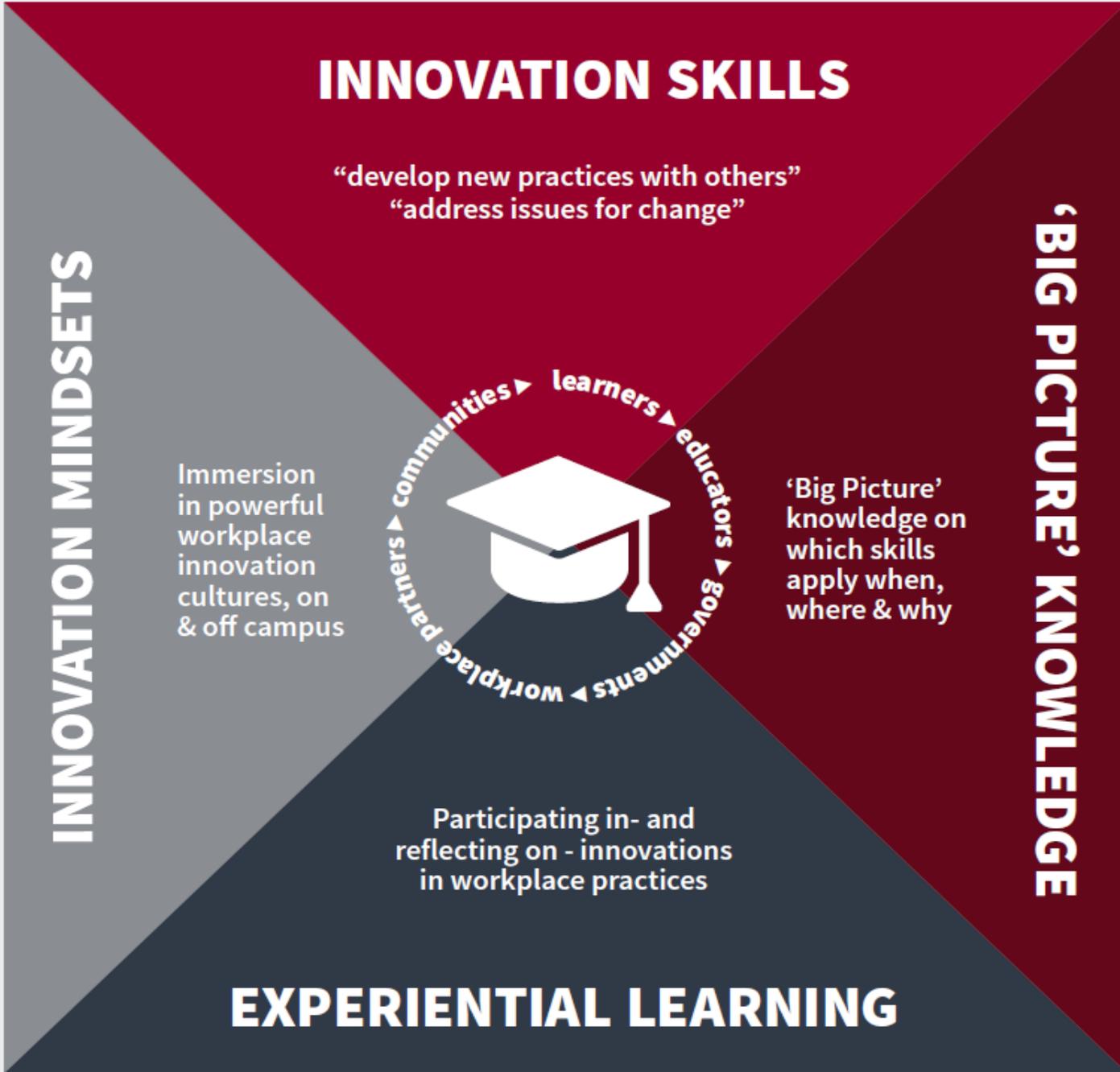
What mentors & models will foster productive mindsets?

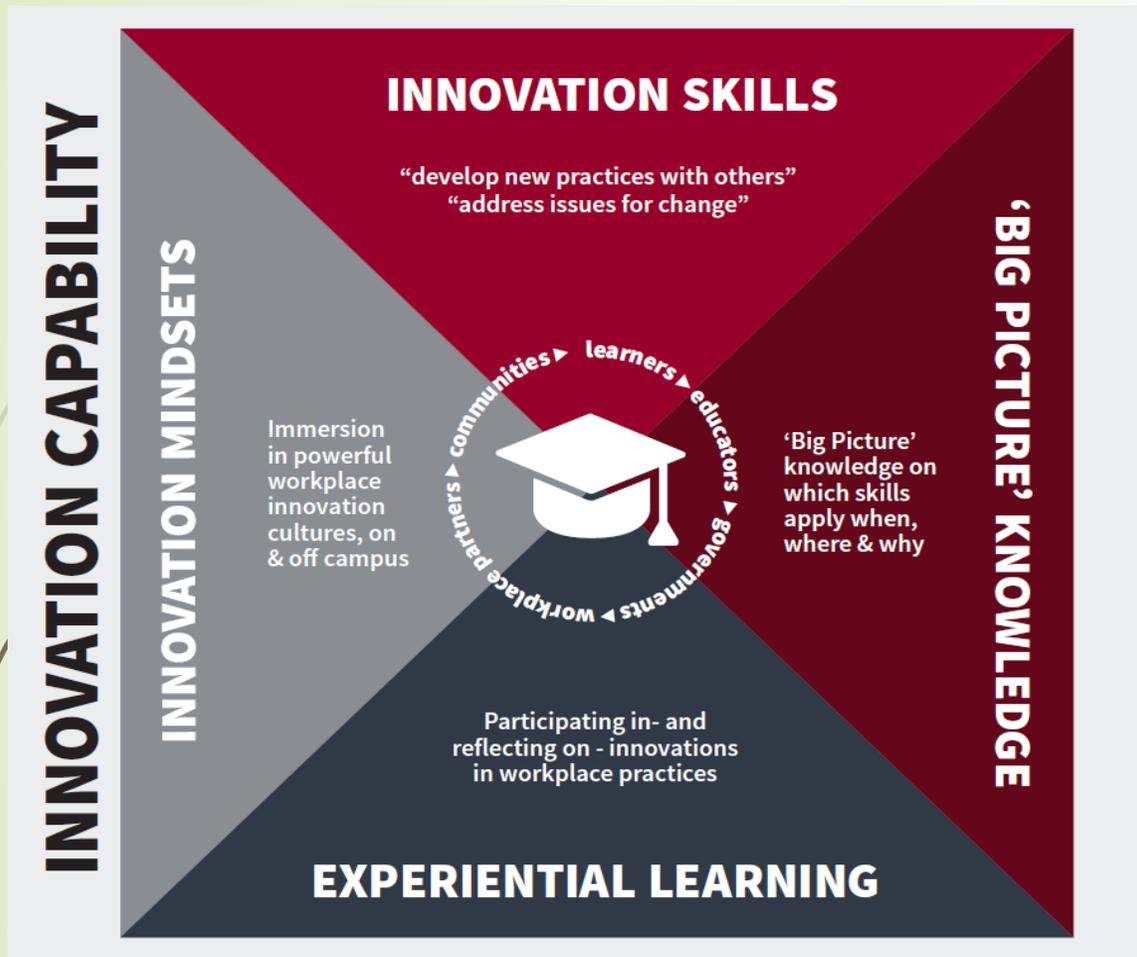
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 - ❖ *skilled, knowledgeable, experienced, committed*

INNOVATION CAPABILITY





Over to you:

How might this fit at



Entrepreneurship at UQ

This spotlight

iLab & Idea Hub

Business incubators to foster and promote entrepreneurialism and innovation at UQ.

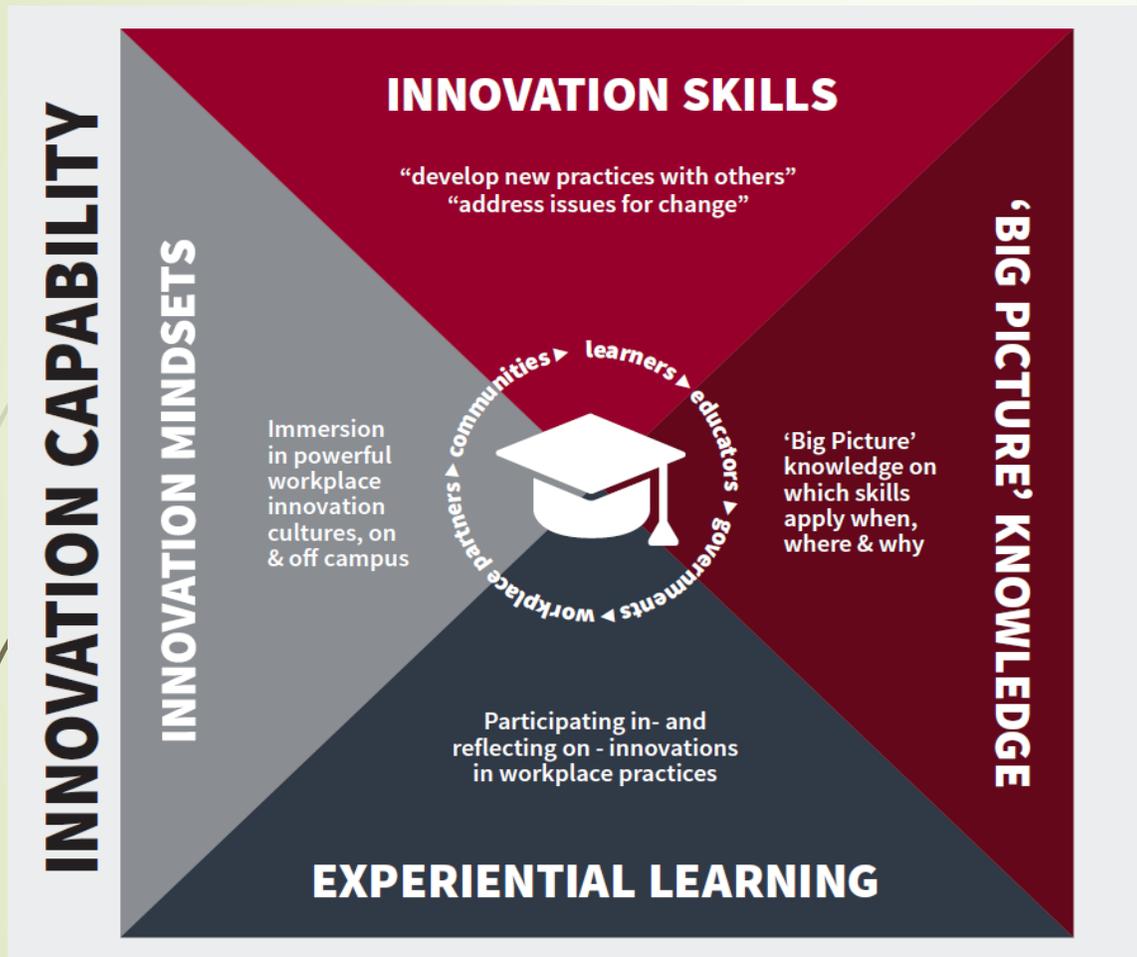
Student Strategy goal



Game Changing Graduates

To graduate students who use their intellectual assets to build meaningful careers, become effective leaders, and turn their ideas into impact.

Initiative 4: Idea acceleration ecosystem



Over to you:
 How might this fit at



???

(in 5 minutes 😊)

Knowledge Synthesis project: What innovation skills?



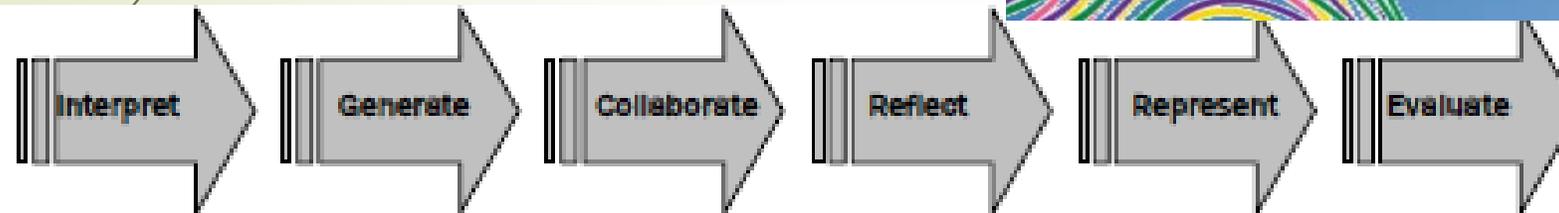
Australian Government

Department of Education, Employment
and Workplace Relations

Developing Innovation Skills

A guide for trainers and assessors to foster the innovation skills
of learners through professional practice

The innovation@work skills



- *Interpret* the need or opportunity.
- *Generate* and select one or more ideas.
- *Collaborate* with others to develop the idea.
- *Reflect* on the idea.
- *Represent* the idea to promote it.
- *Evaluate* the idea.

Knowledge Synthesis: What 'contextual' knowledge...and how much?

Harvard
Business
Review

DISRUPTIVE INNOVATION

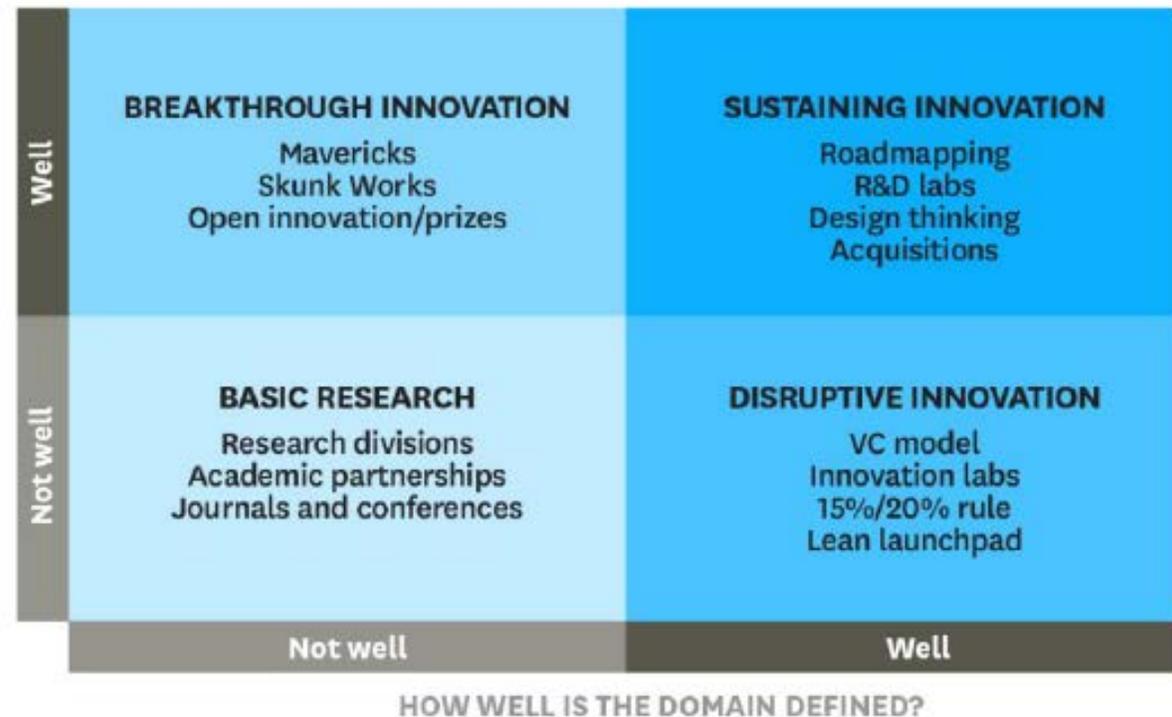
The 4 Types of Innovation and the Problems They Solve

by Greg Satell

JUNE 21, 2017

HOW WELL IS THE
PROBLEM DEFINED?

Which skills (when, why, how...)



Why are Inter-Disciplinary Perspectives Important?

B | Center for
Technology Innovation
at BROOKINGS

MAY 2015

Responsible innovation: A primer for policymakers

Walter D. Valdivia and David H. Guston

EXECUTIVE SUMMARY

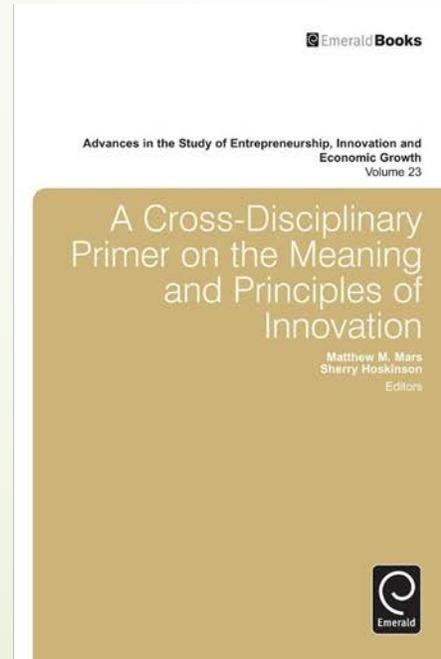
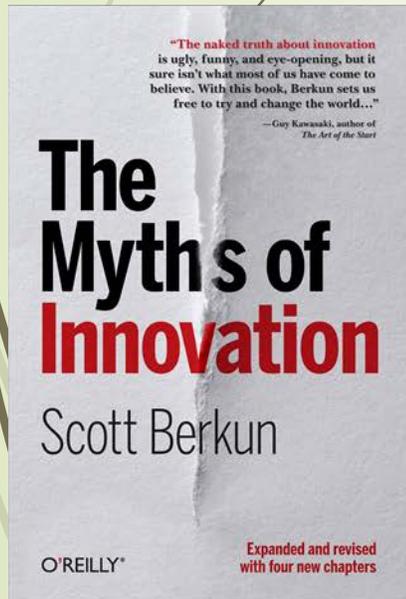


Technical change is advancing at a breakneck speed while the institutions that govern innovative activity slog forward trying to keep pace. The lag has created a need for reform in the governance of innovation. Reformers who focus primarily on the social benefits of innovation propose to unmoor the innovative forces of the market. Conversely, those who deal mostly with innovation's social costs wish to constrain it by introducing regulations in advance of technological

Interdisciplinary Perspectives on Workplace Innovation

- *Arts 2100 in 2018?*
- *Chapter submission to*

*Redesigning the Liberal Arts:
Innovative Program Design for 21st
Century Undergraduate Education*



Experiential Learning Opportunities in Workplace Innovation

Learning and Teaching Environments as the Workplace:

FYE: Reflect on changes to learning practice from high school (etc.)



Assess innovation practice skills and apply curriculum knowledge

Support innovations for teaching practice in *Students as Partners* teams

Introduce a more radical change, apply and reflect on the social process



Support other students in adapting to changes in learning practices



Innovation internship with external workplace partners



2016 Awards for Excellence in Teaching and Learning



other. Recent innovations have seen the UQ Drama team strengthen the program by implementing industry-focussed teaching and learning components across the entirety of our program. We have also developed valuable cohort-building initiatives at first, second and third year levels of study, aimed to instil in our students a



courses (CHEM1090, CHEM1100, CHEM1200, CHEM1221, CHEM1222) across three semesters. The FYC curriculum has been developed to embed innovative teaching practices, informed by research literature, including technology enhanced assessment and undergraduate research experiences. An innovative and sustained team

large core course in the Master of Public Health (MPH). Lisa has translated her drive for reducing health inequalities into innovative and successful teaching and learning strategies that influence, motivate and inspire her students. Over the last six years Lisa has radically redesigned her teaching activities towards engaging, active,

Over to you:

What innovations in T&L for your UQ programs could be opportunities for student reflection etc. on Workplace Innovation

???

(in 5 minutes 😊)

Building Workplace Innovation Capability for Canada

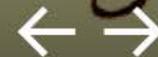
- Our goal: All post-secondary learners will develop Capability for Workplace Innovation: the process of creating enduring value by successful mobilization of new ideas in the workplace -

HOME • CAPABILITY ▾ • PARTNERS ▾ • PROJECTS ▾ • UPDATES • TEACHING ▾ • ABOUT ▾

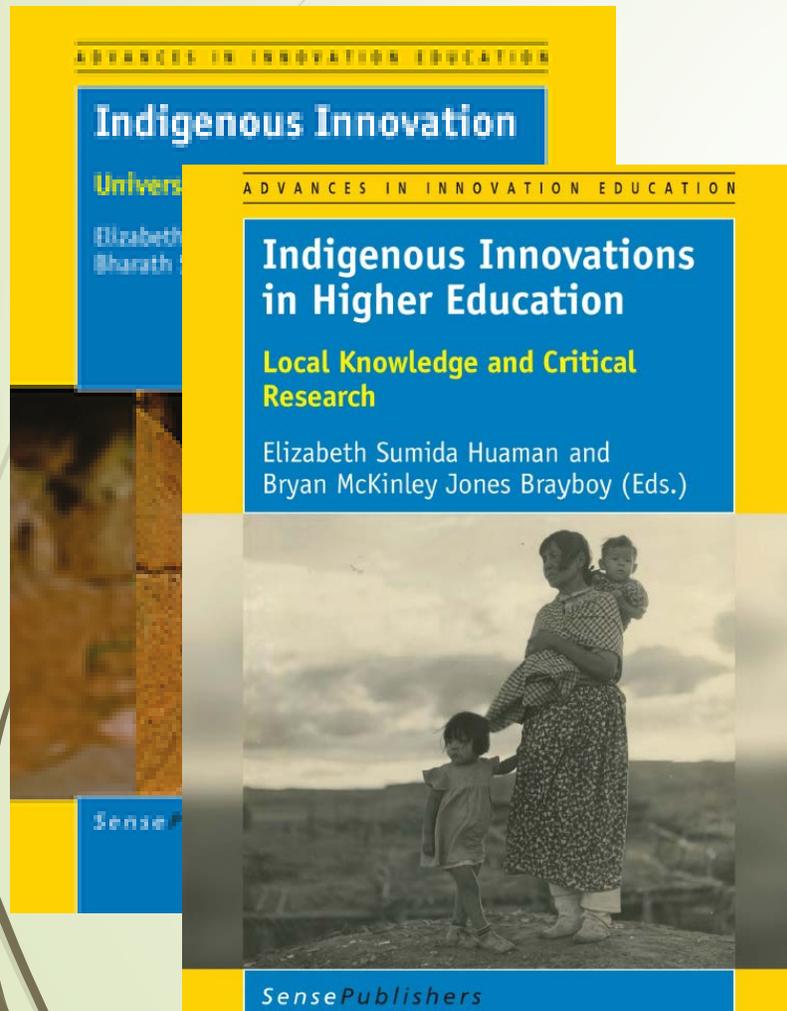


Sharing Some of Our Thinking in a US Forum for “Redesigning the Liberal Arts”

September 6, 2017 | thoscarey



Potential subproject: Innovation and Indigenous Ways of Knowing



Innovation Processes in Indigenous Communities in the North - Cultural, Psychological and Technological Knowledge in Practice

Eva Carlsdotter Schjetne^(✉) and Synnøve Thomassen Andersen^(✉)

UiT the Arctic University of Norway, Tromsø, Norway

Special Section on the IslandWood Conference on Social Work Innovation—Article

Applying Indigenous Knowledge to Innovations in Social Work Education

who?

Roles for academic staff (and other educators)

- ❖ Exploring diverse roles for faculty:
 - Engage students in adapting/reflecting on innovations
 - Teaching for knowledge etc. on Workplace Innovation
 - Partner with students as contributors, coaches and catalysts for workplace innovations

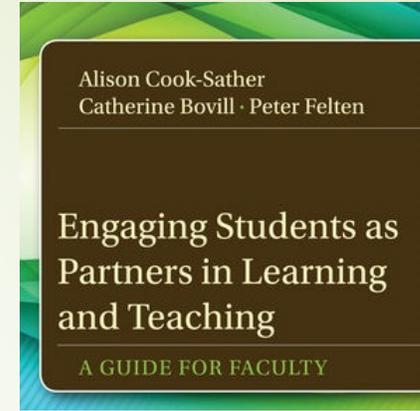
The screenshot shows the website for the Institute for Teaching and Learning Innovation (ITaLI) at The University of Queensland Australia. The page title is "Students as Partners". The navigation menu includes: HOME, ABOUT, PROJECTS, AWARDS & GRANTS, EVALUATION, ANALYTICS, UQx, and EV. The main content area features three tiles: "ABOUT STUDENTS AS PARTNERS", "AIMS & OUTCOMES", and "RESOURCES".

Engage Students as Partners in ...

...Teaching and Learning ?

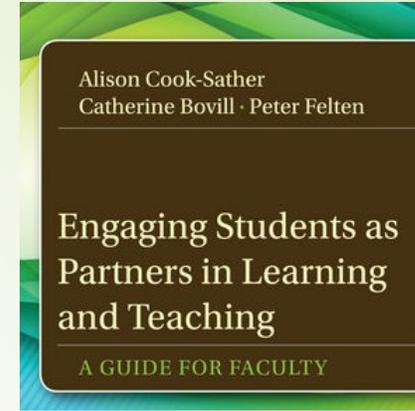


...Quality Scotland?



Engage Students as Partners in ...

...Teaching and Learning ?



...Quality Scotland?

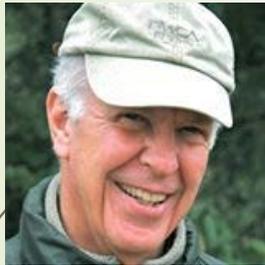
...Knowledge, Learning and Innovation?



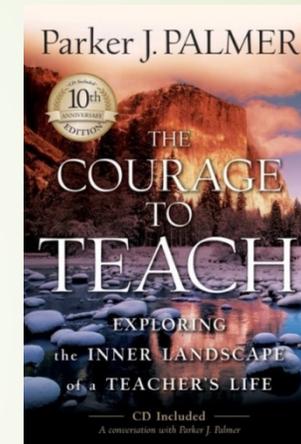
Roles for educators

- ❖ Exploring three roles for faculty:
 - Engage students in adapting/reflecting on innovations
 - Teaching for knowledge etc. on Workplace Innovation
 - Partner with students as contributors and catalysts for workplace innovations
 - **Collaborating with workplace partners on a Digital Badge**
 - Research and scholarship

We must use Faculty Work in Teaching as a Model



*Good teaching cannot be reduced
to just technique: good teaching
comes from the identity and
integrity of the teacher:*



How we teach is a key part of what we teach

How can faculty engagement with knowledge for teaching be a model for students' engagement with knowledge in their careers...?

You're invited...join in the adventure!

- *Innovation-Enabled Graduates:*
 - ❖ enabled *for* innovation in the workplace (and their other roles...)
 - ❖ enabled *by* innovation in our teaching & learning workplace





Dr. Thomas Carey
tcarey@uwaterloo.ca

ITaLI 318

INSIDE
HIGHER ED

What Capability for Innovation Should Every Graduate Develop?

Preparing Graduates for Future Knowledge Practices

Is the Future of Liberal Arts Programs “K-Shaped”?

Four ways PSE can treat the classroom
as an innovative workplace

Industry 4.0: accelerating evolution in employee capability

 academica forum



And...over to you !

Menu of further topics

Other emerging learning and knowledge practices

Curriculum elements for Contextual Knowledge

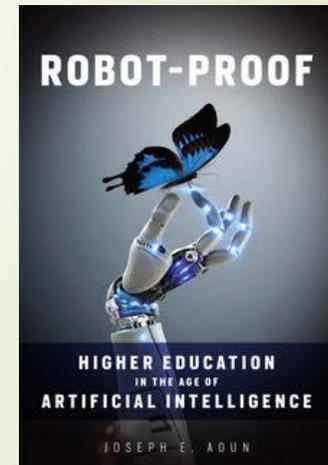
A European initiative in *Skills for Workplace Innovation*

Term-by-term Scenarios for Experiential Learning

Provide students with personalized navigation aids

Other emerging learning and knowledge practices

- ❖ *mobilizing and creating knowledge in the workplace*
- ❖ *world's fastest learners*
- ❖ *epistemic fluency (individual, collective, catalyst)*
 - *work domain epistemologies*
- ❖ *networked learners*
- ❖ *evidence-based, data-driven decision making*
 - *"Humanics" (in new book Robot-Proof)*





Menu of further topics

Other emerging learning and knowledge practices

Curriculum elements for Contextual Knowledge

Skills for Workplace Innovation

Experiential Learning

Students as Partners in Knowledge, Learning & Innovation

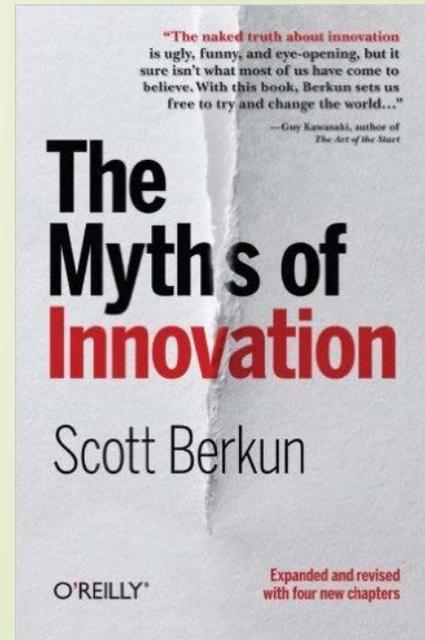
Faculty work in teaching as a Model of Emerging Knowledge Practices

Contextual Knowledge for Workplace Innovation is interdisciplinary: social sciences (including management), technological, cultural, economic, historical, ethical, epistemic, media representations, policy studies, etc.

TEN TYPES OF INNOVATION



THE BUILDING BLOCKS OF BREAKTHROUGHS





UiO : University of Oslo

HIS2160 - Innovation and technological change from antiquity to our times

Stanford SOCIAL INNOVATION^{REVIEW}

Informing and inspiring leaders of social change

[SOCIAL ISSUES](#)

[SECTORS](#)

[SOLUTIONS](#)

[MAGAZINE](#)

[MORE](#)

[Design Thinking](#)

The Ethics of Innovation

An ethical framework can bridge the worlds of startup technology and international development to strengthen cross-sector innovation in the social sector.

the **STUFF** of history



I N T E G R A T E D C O U R S E B L O C K

COURSE INFORMATION

The lion's share of our history of technology course features a series of readings, lectures, and discussions on the relationship between materials, science, society, and the environment in three historical periods. We start with the material practices and paradigms of Copper and Bronze Age societies, shift to Paul Revere's "Revolutionary" work with various metals and fabrication processes, and conclude with a look at the technologies and challenges of tomorrow. We will emphasize the development of three skills that are vital to our studies: contextual thinking, communication (both written and oral), and historical research methods pertaining to source evaluation and narrative construction.

REACTING
TO THE PAST[Home](#)[About Us](#)[Curriculum](#)[Conferences & Events](#)[Instructor Resources](#)[News and Publications](#)[Streaming Video](#)[Contact Us](#)[Become A Member](#)

Rage Against the Machine: Technology, Rebellion, and the Industrial Revolution

Game in Development | Available to Download

Rage Against the Machine is set in the midst of the period of wage crisis, class conflict, and rapid technological change in Manchester, England during the early years of the Industrial Revolution. The players are drawn from all classes of society, from lords to laborers and everything in between. This game provides a platform for deep discussion of the complexities of the Industrial Revolution by engaging the students in serious reading of key historical texts (Adam Smith, David Ricardo, Robert Owen) and prompting subsequent debates about industrialization, unemployment, labor exploitation and the impact of technology on traditional manufacturing.

About the Designer:

Megan Squire is an associate professor of Computer Science at Elon University. Her primary research focus is on open source systems, "hacking capitalism", and a commons-based peer production of software. This interest has spawned the development of a General Studies seminar in Technology and Society, which allows student exploration of the impact of technology on societies, specifically through role playing the Trial of Galileo in 1616 and the Industrial Revolution in Manchester 1817. Megan has a PhD in computer science from Nova Southeastern University.

Related Links

[Download materials from the RTTP Game Library](#)

[Request permission to duplicate game materials for your courses](#)



Menu of further topics

Reinforcing the distinctive Liberal Arts value proposition

Other emerging learning and knowledge practices

Curriculum elements for Contextual Knowledge

Skills for Workplace Innovation

Experiential Learning

Students as Partners in Knowledge, Learning & Innovation

Faculty work in teaching as a Model of Emerging Knowledge Practices



FINCODA

FRAMEWORK FOR INNOVATION COMPETENCIES DEVELOPMENT AND ASSESSMENT

How to educate somebody to be innovative? – Developing and measuring innovation competences in university-company co-operation

Taru Penttilä, Sami Lyytinen

All sectors of the economy underline the importance of innovations. For creating new innovations we need individuals that are capable to participate in diverse everyday innovation processes. One main problem is that universities don't have proper tools to measure the development of the students' innovation competencies during their studies. There is no sufficient data on which teaching and learning methods are effective, i.e. able to develop innovation competences. Also companies are lacking tools and knowledge to assess these competencies in various settings: in recruitment processes and internal development activities.

FINCODA partners

Universities:

- TUAS (Turku University of Applied Sciences, Finland)
- HAW (Hamburg University of Applied Sciences, Germany)
- HU University of Applied Sciences/ Netherlands
- MMU (Manchester Metropolitan University, UK)
- UPV (Universitat Politècnica de València, Spain), and

Companies

- EENNW UK/ United Kingdom
- Elomatic ltd/ Finland
- Lactoprot/ Germany
- ECDL Foundation/Netherlands
- John Caunt Scientific Ltd.(JCS)/ United Kingdom
- Carter & Corson Partnership Ltd/ United Kingdom
- Celestica Valenciana S.A/ Spain
- Schneider Electric España SA/ Spain.



FRAMEWORK FOR INNOVATION COMPETENCIES DEVELOPMENT AND ASSESSMENT

EUROPEAN UNIVERSITIES AND
BUSINESSES FACING THE FUTURE
TOGETHER

**Innovation competence
development and assessment**

<http://husite.nl/carpenetwork/> <http://www.fincoda.eu/>



Menu of further topics

Reinforcing the distinctive Liberal Arts value proposition

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Skills for Workplace Innovation

Experiential Learning

Provide students with personalized navigation aids

Successful Experiential Learning...

can happen in the workplace or the classroom:

success depends on the nature of the learning (not the location)

Success comes from...

- Integrating knowing, doing and reflecting
- Students are invested in the task outcomes and impacts
- “Authentic” tasks and assessments
 - *“learning knowledge and skills in contexts*
 - *that reflect the way they will be valuable and*
 - *meaningful to us in life beyond school”*
- Reflection on doing and being (not just knowing)

Experiential Learning Opportunities in Workplace Innovation:

Learning and Teaching Environments as Workplaces:

Students as reflective participants, contributors and catalysts for changes in learning and teaching practices



FYE: Reflect on changes to learning practice from high school (etc.)



Assess innovation practice skills and apply curriculum knowledge



Experiential Learning Opportunities in Workplace Innovation:

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Assess innovation practice skills and apply curriculum knowledge



Introduce a more radical change, apply and reflect on the social process

FREE ONLINE COURSE

Innovation: the World's Greatest

Understand what innovation means and consider the history and developments of innovations that are important in our daily lives.

Join now – started 2 Jan

 FREE online course

 Duration: 2 weeks

 2 hours pw

 Certificates available



Bertha Centre for Social Innovation & Entrepreneurship

Bertha Centre



Home | Becoming a changemaker



Bertha Centre Overview

Curriculum

Scholarships & Funding
Opportunities

Programmes

Events

Press

Publications

Becoming a changemaker

Introduction to Social Innovation Course



Experiential Learning Opportunities in Workplace Innovation:

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Introduce a more radical change, apply and reflect on the social process



Support other students in adapting to changes in learning practices



Innovation internship with external workplace partners



3.e Provide Students with Personalizable Roadmaps



LOYOLA UNIVERSITY CHICAGO

THE **LOYOLA**
EXPERIENCE

THE FOUR-YEAR PLAN FOR STUDENT TRANSFORMATION

A transformative education is one in which the student is incrementally invited to engage life, to reflect upon it and, then, to be of service to our world.

FROM LOYOLA'S DOCUMENT TRANSFORMATIVE EDUCATION IN THE JESUIT TRADITION
(LUC.edu/transformativeed)

1

BUILD COMMUNITY

REFLECTION QUESTIONS

How will you make Loyola home?

How will your passions and self knowledge help guide your social, academic, and career choices?

How do you hope to grow during your first year?

GOALS

- 1 Develop the habits necessary to engage in challenging intellectual work
- 2 Participate in classroom and co-curricular activities
- 3 Build relationships and develop a network of support with other students, mentors, staff, and faculty
- 4 Develop skills to promote personal and community well-being
- 5 Develop knowledge and understanding of the mission and core values that form the Loyola identity

EXPERIENCES

Numbers correspond to the goals above

Connect with community in the residence halls or commuter lounge and through student programs and University-wide events (e.g., Homecoming, Hunger Week, Service Days, Student Organization's Fall).

2, 3, 4



CONNECT WITH COMMUNITY

Look into STARS, tutoring, study groups, and other mentoring programs.

3



BUILD YOUR SKILLS

Explore first-year leadership opportunities (e.g., Unified Student Government Association, Residence Hall Councils).

1, 5



LEAD WITH VALUES



ENGAGE IN CHICAGO AND THE WORLD

Pursue activities outside of your own culture and background to develop an appreciation for the richness of diversity on campus.

3



EXPAND YOUR KNOWLEDGE

Participate in Orientation, Start the Fire, Welcome Week, Loyola 160, and Mass of the Holy Spirit.

1, 2, 5

Engage with faculty in core courses and advisors in UNIV 301 and Loyola Seminars.

3, 4



Conversation Walk and New Student Convocation



FOCUS ON YOUR WELL-BEING

Consider all areas of wellness. Find your balance by learning from others and engaging with the resources at Halc, Wellness Center, and Campus Ministry.

4



COMMIT TO FAITH, JUSTICE, AND SERVICE

Take advantage of at least one high-impact enrichment opportunity (e.g., immersions, retreats, living-learning communities, service learning, on-campus employment, and athletics).

3

2

MAKE COMMITMENTS

REFLECTION QUESTIONS

How can you maximize your intellectual, social, and spiritual growth?

How are you integrating knowledge from the Core, your major, and experiences outside of class?

How did you grow in your first year,

GOALS

- 1 Exercise the habits necessary to engage in challenging intellectual work.
- 2 Articulate personal values and discern how they form personal, academic, and professional goals and decisions.
- 3 Continue to integrate your learning through reflections on your Loyola Experience.
- 4 Continue developing mentoring relationships with faculty, staff, and other members of the Loyola community.
- 5 Deepen the understanding of your own faith and learn about other religions and world views.

EXPERIENCES

Number(s) correspond to the goals above.

Connect with community through the commuter student council, at the Commuter Appreciation Day, in suite-style housing, or learning communities in the residence hall.

2



CONNECT WITH COMMUNITY



COMMIT TO FAITH, JUSTICE, AND SERVICE

Attend Welcome Back activities for second-year students.

Participate in retreats, religious organizations, small faith-sharing groups, and opportunities for interfaith collaboration. 5



LEAD WITH VALUES

Consider various student clubs and organizations or service in leadership positions (e.g., peer advisor, peer mentor, peer tutor, companion, resident assistant, orientation leader, advisory board, student community board). 3



ENGAGE IN CHICAGO AND THE WORLD

Look into study abroad opportunities and other experiential learning activities.

4, 5



FIND YOUR CALLING

Prepare to declare your major by exploring your passions with academic advisers and faculty, pursuing career-planning courses, and taking advantage of student employment opportunities.

3, 4



Halfway to Graduation



EXPAND YOUR KNOWLEDGE

Take part in a service program (e.g., alternative break/immersions, Loyola4Chicago) or a service learning opportunity.

1

MILESTONES