

3rd Annual
Building Connections
Conference
May 18, 2011

8:30am.....Opening Session & Keynote Speaker
Ballrooms A, B & C

Constance Staley, Professor of Communication, Director, Freshman Seminar Program
University of Colorado, Colorado Springs

Academic Fitness: Building Muscle, Discipline, and Endurance in Today's First-Year Students

Wayne Gretzky, called the greatest hockey player of all time, once said, "One hundred percent of the shots you don't take don't go in." Increasingly, instructors today are challenged to help all their students "take all their shots." While some first-year students do exhibit a strong academic work ethic, others simply quit coming to class at some point during the term, procrastinate past the due date, or submit assignments selectively, choosing to opt out of those that are seen as avoidable busy-work or impossibly hard tasks. Although higher education brings great opportunity, students must take full advantage. This keynote presentation will offer creative ideas to help students give academics their best shot.

10:00am.....Break

10:10am.....Concurrent Sessions I
See following pages for session abstracts and locations.

11:00am.....Resource Fair & Open Dialogue
Resource Fair.....2nd Floor Lobby

This is an opportunity for instructors to visit information tables hosted by campus partners who provide various services and resources for first-year students. See insert for a listing of the offices represented.

Open Dialogue.....203/205
These rooms are available for instructors to engage in the sharing of best practices. Additionally, instructors can use this unstructured time for independent or collaborative course preparation.

11:30am.....Lunch and Plenary Address
Ballrooms A, B & C

Jed Lyons, Professor of Mechanical Engineering and Faculty Director for the Center for Teaching Excellence, will lead an interactive session on integrative learning.

1:30pm.....Concurrent Sessions II
See following pages for session abstracts and locations.

2:20pm.....Break
Third floor lounge

2:30pm.....Concurrent Sessions III
See following pages for session abstracts and locations.

3:30pm.....Closing Town Hall Meeting
Ballrooms A, B & C

An open discussion about what was learned at this conference. Participants will have the opportunity to share insights and questions and develop a plan of action for implementing new ideas. Door prizes will be awarded.

4:00pm.....Resource Fair
2nd Floor Lobby

During this session of the resource fair, instructors may begin signing up for class presentations offered by these offices.

They're Just Not That Into You: Boosting Student Engagement **Room 205**

Constance Staley

*Professor of Communication
Director, Freshman Seminar Program
University of Colorado, Colorado Springs*

According to the National Survey of High School Engagement, 83 percent of today's high school students spend five hours a week or less on written homework; roughly half of these spend one hour per week or less. Socializing with friends ranks much higher in importance. When these traditionally-aged students arrive at our institutions, the competition for their attention is intense, and research indicates that multitasking takes its toll on academics. Nontraditional students have many competing demands on their time as well, and school can easily become a lesser priority when "life gets in the way." What are instructors to do? How can we get students more "into" academics and communicate the value of a college education and the importance of working at our best along the way? This interactive presentation will get participants out of their seats and provide insights and strategies to boost student engagement in the classroom.

Integrating *No Impact Man* in UNIV 101 **Room 305**

Kevin Clarke

Program Coordinator for Faculty Development and Assessment, University 101 Programs

David Whiteman

Faculty Principal, Green Quad Learning Community

Do you plan to use the 2011 FYRE book, *No Impact Man*, as a text in your course? Learn how to incorporate this book through lesson plans, assignments, and beyond the classroom experiences. In addition, we will discuss different opportunities available on campus throughout the fall to bring sustainable living to life!

Transitions as a Teaching Tool **Room 315**

Mary Elizabeth Sewell

Associate Director, University 101 Programs

Andy Shaffer

General Manager, University Bookstore

One of the top two indicators of a successful UNIV 101 experience is students' perceptions of the relevance of course readings. Students who see *Transitions* as a valuable resource also reported that the text was utilized in their course. This session will offer tips to instructors on how to use this important resource to enhance course content.

Beyond the Library: Developing Information Literacy Skills Throughout the Semester **Room 303**

Asheley Schryer

Assistant Director, Office of Undergraduate Research

The rise of technology has led to an influx of information and material that is often hard to understand, let alone ascertain its credibility. In this session, the presenter will explain the importance of helping our students become information literate, and will describe a variety of tools, tips, and strategies to build good assignments and activities that engage students in developing information literacy skills.

Effectively Working With and Supporting Your Peer Leader **Room 302**

Adrienne Mojzik

Program Coordinator for Peer Leadership and Administration, University 101 Programs

Nick Riley

Peer Leader, University 101 Programs

Peer Leaders can help enhance the University 101 environment in many ways; they bring the peer perspective into the classroom, connect course content to relevant life examples, and build class rapport by supporting the relationship between instructors and students. Supporting a peer leader requires instructors to challenge him/her with high expectations while supporting them as they develop leadership skills and behaviors. In this session, strategies for building and maintaining a successful and mutually beneficial relationship with a co-instructor will be shared.

Dollars and Sense **Room 322/326**

Catharine Sale

Coordinator of Financial Literacy, Student Success Center

Once students begin college they often find their new found freedom to be an exciting reason to spend money without realizing the implications. To help our students become financially literate, the Student Success center has implemented a Financial Literacy Education Program to help students become fiscally responsible via a comprehensive web site, peer educators, and an interactive online education module. Topics include budgeting, debt management, credit card use, identity theft, and more. Learn how you can incorporate financial literacy into your class in a fun, engaging, and meaningful way.

Student Engagement Plan Room 302

Jimmie Gahagan

Director, Office of Student Engagement

Claire Robinson

*Director, Academic Centers for Excellence
Associate Director, Student Success Center*

Students who are engaged in campus life tend to be more satisfied with their college experience and more successful in their course work. In order to help students make the most of their college experience and integrate their in-and-out of class learning experiences, the Office of Student Engagement has created the Student Engagement Plan (SEP). The SEP is a tool to help students make meaning of their experience, as well as to help instructors have honest conversations with students about their goals and the resources the University of South Carolina offers to help them achieve them. This session will outline the SEP and provide resources and strategies for using it in the classroom.

Technology for Teaching: Utilizing Technology within UNIV 101 Room 322/326

Mary Elizabeth Sewell

Associate Director, University 101 Programs

It is hard to ignore the growing trend of incorporating technology in the classroom. However, you don't have to be a techie to use technology, nor is technology limited to Power Point! This session will give you some ideas on how to use new technological resources to enhance your teaching, and the ways you achieve course learning outcomes.

Fostering a Sense of Belonging Room 304

Rico Reed

Assistant Director for Administration and Resource Development, National Resource Center for The First-Year Experience and Students in Transition

Kim Smoak

Clinical Faculty, College of Education

Students' sense of belonging is a chief indicator of retention from the first to the second year, as well as an indicator of a successful classroom environment. Learn from two seasoned instructors on how to build a sense of community in the classroom that is inclusive, respectful, and engaging. Tips and strategies will be shared about in and out of class experiences that help foster a sense of belonging.

The Art & Science of Effective Facilitation Room 305

Kevin Clarke

Program Coordinator for Faculty Development and Assessment, University 101 Programs

Facilitation and processing is not easy. While there are several best practices and techniques, there is no right way; it is truly an art and a science. In this session, the presenter will outline the process of effective facilitation and provide tools and tips to engage students in meaningful and purposeful ways that promote positive experiences and deeper learning.

Grading & Writing Room 315

Nicole Fisk

Associate Director, First-Year English

Christy Friend

Director, First-Year English

Research tells us that when students write frequently in a course, they learn more and feel more engaged with the material. Yet for instructors, knowing how to effectively respond to and evaluate student papers can be a challenge: What's the difference between a "B" paper and a "C" paper? Should you correct every grammatical and stylistic problem? How important is the content of a paper versus the quality of the writing? In this workshop session, we will present several strategies for effectively responding to student writing, drawn from current research and best practices in the field. Session participants will then have opportunities to discuss examples of effective and ineffective feedback and to practice evaluating sample student essays.

Developing an Inclusive Classroom and Facilitating Teachable Moments Room 303

Melissia Brannen

Associate Director, Multicultural Student Affairs

Rodrick Moore

Director, Multicultural Student Affairs

What do you do when a student says something offensive? Rude? Or just off-target? How do you respond, if at all, without ruining class community or making someone feel attacked or offended? How do you value student's opinions while also creating an inclusive and respectful environment? In this session the presenters will discuss how to create inclusive learning environments and how to create teachable moments out of unexpected student responses.

Including and Improving Verbal Communication Skills in UNIV 101

Room 302

Jane Arrowsmith

Coordinator, Academic Centers for Excellence

Being able to communicate effectively with others in informal and formal public speaking situations is both required of and feared by our students. This session's goal is to provide students with the opportunity to develop appropriate oral communication skills and to help them to feel less anxious about public speaking situations. Ideas for including both informal and formal public speaking activities and assignments and the appropriate timing of these activities throughout the semester as a way to reduce communication anxiety will be discussed.

Incorporating Diversity into Your Curriculum

Room 303

Melissia Brannen

Associate Director, Multicultural Student Affairs

Rodrick Moore

Director, Multicultural Student Affairs

Constants Adams

Team Leader, Diversity Peer Educator

The UNIV101 Diversity outcome is often challenging to address if you have not had ample experience or training in discussing diversity. In this session, the facilitator will discuss lesson plans, assignments, and strategies for addressing the diversity outcome in UNIV 101 through activities and conversations all instructors can facilitate.

Integrating *No Impact Man* in UNIV 101

Room 305

Kevin Clarke

Program Coordinator for Faculty Development and Assessment, University 101 Programs

David Whiteman

Faculty Principal, Green Quad Learning Community

Do you plan to use the 2011 FYRE book, *No Impact Man*, as a text in your course? Learn how to incorporate this book through lesson plans, assignments, and beyond the classroom experiences. In addition, we will discuss different opportunities available on campus throughout the fall to bring sustainable living to life!

Creating and Developing Learner-Centered Classrooms

Room 304

Stuart Hunter

Associate Vice President and Executive Director, University 101 Programs and the National Resource Center for The First-Year Experience and Students in Transition

For more than a decade, some in higher education have advocated for a transition from a teacher-centered instructional model to a learner-centered model of teaching. But exactly what does this mean and how might it apply to UNIV 101? This session will explore the convergence of the literature on learner-centered teaching and the goals and outcomes of UNIV 101. By modeling a learning-centered classroom experience, this session will include both theory from the literature and practical illustrations applicable to the classroom.

Helping Skills

Room 315

Pete Liggett

Associate Director, Counseling and Human Development Center

Mary Elizabeth Sewell

Associate Director, University 101 Programs

You do not need to be a counselor to help a student. In this session the presenters will demonstrate and explain a helping skills model as a resource for having conversations with students to get a better sense of their challenges and help them help themselves. The 4-step helping skills model focuses on the importance of empathetic listening and probing questioning to get at the heart of student issues and concerns, so that you can give them the appropriate guidance or support they need.