Welcome
Participants were welcomed by Dr. Dan Friedman, Director, and introduced to the University 101 Programs team, which includes Mary Elizabeth Sewell, Associate Director; Kevin Clarke, Program Coordinator for Faculty Development and Assessment; Tricia Kennedy, Program Coordinator for Peer Leadership; Catherine Sale, Program Coordinator for Campus Partnerships, and Elise Porter, Administrative Assistant. Elise is the newest member of the team and will replace the positions held by Penny Smoak (who retired in December), and Caroline Atwood (who is departing for graduate school).

Working with a Co-Instructor
Participants were asked to introduce themselves to their co-instructor by sharing why they teach University 101, or why they are a Peer/Graduate Leader, and to share three things that the other person needs to know about them, based on their True Colors results, that will impact their co-teaching relationship.

A co-teaching in UNIV 101 video was shown (available on SharePoint), and participants were asked to identify key themes for a successful co-teaching relationship. Tricia Kennedy then provided the following tips for successful co-teaching relationships:

- Open, honest, and regular communication
- Each person plays a role each day (designated on daily lesson plans)
- Regular meetings (weekly face-to-face meetings are strongly encouraged)
- Ongoing feedback; checking-in with each other regularly on the co-teaching relationship and the success of the course

Participants then discussed the roles they want play in their co-teaching relationship this fall. Peer and Graduate Leaders outlined their expectations and goals with the Personal Action Plans they developed at training.

Program Updates & Best Practices for Teaching UNIV 101 (Team Trivia)
Kevin Clarke and Mary Elizabeth Sewell facilitated team trivia about program updates. Following are the questions and answers:

1. **What is the most commonly used type of supplemental read in UNIV 101?**
   a. **Book/Novel**
      i. Approximately 50% of sections chose to use a book/novel in fall 2012. 25% chose a newspaper, 20% chose articles, and 5% chose the FYRE text.
      ii. Instructors are encouraged to choose a supplemental reading that is interesting, helpful, and relevant. Tips for choosing a supplemental reading were provided in a handout. Lists of supplemental readings chosen in the past are available on SharePoint.
      iii. The First-Year Reading Experience text for fall 2013 is *The Postmortal*. Instructors will receive a copy at the Building Connections Conference.
2. **What does the acronym “ACE” stand for?**
   
   a. *Academic Coaching and Engagement*
   
   i. ACE has changed its name since merging with the Student Success Center.
   
   ii. At an institution of this size, many things change quicker than we know it. In August, instructors and peer/graduate leaders will be provided a Campus Resource Guide to keep them up-to-date, and to ensure that we are providing accurate information to students. University 101 Instructors and Peer/Graduate Leaders must work hard to remain current on programs, policies, and other information pertinent to first-year students.

3. **For the fall 2011 cohort, how much higher or lower was the retention rate for UNIV 101 students compared with non-participants?**
   
   a. **3.6% Higher**
   
   i. By focusing on students’ sense of belonging, University 101 students returned to the University of South Carolina at a significantly higher rate than students who did not take University 101.

4. **Which of the following factors is the greatest predictor of a student’s decision to stay or leave USC?**
   
   a. *Sense of Belonging*
   
   i. Sense of belonging is the top predictor of a University 101 student’s decision to stay or leave USC, and therefore should be a primary focus of University 101 instructors and peer/graduate leaders to ensure that all of their students feel like they belong at USC.

5. **Which week in the semester did most sections of UNIV 101 address diversity?**
   
   a. **Week 12**
   
   i. In a review of University 101 syllabi from fall 2012, diversity was covered most often in week 12 compared to any other weeks. Diversity was covered throughout the semester by many sections, but week 12 just happened to have the greatest incidence of coverage.
   
   ii. Many instructors inquired as to when certain topics should be covered, so University 101 Programs created topical graphs (available in the Syllabus Preparation Chapter of the FRM) that indicate when certain topics were covered. These graphs only indicate averages, not necessarily best practices, but they could prove helpful in developing a syllabus.
   
   iii. The Faculty Resource Manual and SharePoint have been updated with new materials including assignments, activities, syllabi, and lesson plans.

6. **Which of the following factors did USC get outperformed by our Peer Group?**
   
   a. **None of the above**
   
   i. University 101 Programs’ mean on each factor of the FYI survey was higher than the mean of our peer institutions, institutions in our Carnegie class, and all institutions that participated in the FYI survey.
   
   ii. Congrats! This success is due to the hard work and commitment of each instructor, peer leader, and graduate leader!
7. In fall 2012, what was the average number of campus partner presentations scheduled per section in UNIV 101?
   a. 6
      i. While University 101 does not recommend a specific number of Campus Partner Presentations, it is important to note that the average number scheduled was six, and that sections that schedule 9 or more tended to see a decline in their overall course effectiveness.

8. Engaging Pedagogies is the #1 predictor of Overall Course Effectiveness. List as many items as possible that make up this factor on the FYI survey.
   a. a variety of teaching methods
   b. meaningful class discussions
   c. challenging assignments
   d. productive use of class time
   e. encouragement for students to speak in class
   f. encouragement for students to work together
   g. meaningful homework
      i. These seven things will have the greatest impact on the success of each section of University 101. Instructors and Peer/Graduate Leaders are encouraged to focus on these seven things when planning their syllabus.
      ii. Engaging pedagogies will be the primary theme of the Building Connections Conference on May 22, which will be highlighted by a keynote address from Dr. Robert Sherfield of the College of Southern Nevada, an expert on engaging pedagogies.

Campus Partner Presentations Updates
Catherine Sale provided an update on the Campus Partner Presentation process by providing a list of the 24 Campus Partner Presentations (CPP) available this fall, a crosswalk that matches CPPs with UNIV 101 Learning Outcomes, and a quick guide to maximizing Campus Partner Presentations in UNIV 101. All of the handouts are available on SharePoint.

Next Steps & Planning Time
Mary Elizabeth Sewell outlined the following next steps for Instructors and Peer/Graduate Leaders, and then teaching teams were given time to begin planning.

- Set a date and time to meet with your co-instructor again
- Building Connections Conference (instructors only) May 22, 2013, 8:00am-4:15pm
- Complete Supplemental Reading Form May 29, 2013
  - Link included in follow-up e-mail
- Campus Partner Presentation Sign-up Begins on Tutor Trac May 29, 2013
- Campus Partner Presentation Sign-Up Deadline August 9, 2013
- Syllabus Due Date August 9, 2013
  - Syllabus checklist & blank course calendars are available on SharePoint
  - Syllabi submitted earlier will receive more robust feedback
- First-Year Reading Experience August 19, 2013, 8:30am-12:00pm
- First Day of Classes August 22, 2013