NISOD
Informing • Engaging • Inspiring

National Institute for Staff and Organizational Development

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Personal aside: A little about NISOD. NISOD was originally founded by John and Suanne Roueche, who worked with the CCLP (Community College Leadership Program) at the University of Texas in Austin. A few years ago, the Dean of the School of Education supposedly decided to *tax* NISOD for facility use at UT, and make it retroactive, demanding $2 million for the School of Ed, plus tried to fold in CCLP into their Higher Education Leadership Program. John retired, and went to National American University, taking many of his CCLP grad students with him. Many expected NISOD to close shop, but now NISOD seems stable, and is still vital in the field.

While the conference was smaller than two years ago, it appears to be growing again under the newly appointed director, Edward Leach. The NISOD conference again should be considered by all who are looking for Professional Development in many different areas... teaching and learning, student support services, educational technology, diversity and inclusion, culture of evidence, faculty and staff development, developmental and adult ed, economic and workforce development, and leadership and organizational development.

Sunday, May 25
5:00pm Awards Dinner and Key Note:
Community College Success: why people are the answer, by Isa Adney

Isa Adney began her community college experience crying in the advising office, wondering where her life was going to go. She ended her community college experience crying at graduation after she had won the $110,000 Jack Kent Cooke scholarship. It was the people she met in between that changed her life.

Isa realized that too many community college, first generation, and low-income college students drop out of college because they don't have people in their life who believe in them. She realized that if she could teach students how to reach out to the college community that surrounds them – the college community that helped her reach her dreams – they too would be able to overcome the immense barriers they face in order to complete college and reach their dreams.

Her groundbreaking book Community College Success was published by NorLights Press in March of 2012 and is used in colleges across the country. She has become a national spokesperson for community colleges, and was recently named by GOOD Magazine one of the Top 100 People Moving the World Forward.

Isa is the first in her family to graduate with a Bachelor's Degree and has her Masters of Education from the University of Illinois, Urbana-Champaign.

After spending a few years working at a community college, Isa is now a full-time speaker, author, host, and consultant, advocating for students across the country to help bridge the opportunity divide and give more students the chance to break the cycles of poverty through education. Isa also serves on the Board of Directors for the Florida College System Foundation.

Isa shares advice with students across the country on her blog and YouTube channel, and founded the #SoCanU Project to help students around the world share their college success stories - See more at:
http://isaadney.com/about/#sthash.eTxVp7ZE.dpuf

Bottom line: A smile to a new student can make a difference. Showing a student you care can make a difference

6:30pm Exhibition Hall

Monday, May 26

8:00am General Session, Key Note:

Learning Matters: Higher Education for the 21st century, by Tina Gridiron

Edward Leech, the new director of NISOD, commented on the need to expand opportunities for vets, and introduced new benefits for member schools, including scholarships, and a new Student essay.

Tina Gridiron, from the Lumina Foundation (involved with Achieving the Dream) discussed how Lumina was seeking out thought leaders, and how to bring resources where needed.

The goal is to increase high quality degrees and credentials from 39.4% of Americans to 60% by 2025, and Lumina supports this effort with what they call learning for the 21st century student. What was once referred to as a traditional student is no only 25% of the student body, 75% are 21st century students… those with a spouse, with kids, with a job, etc.

The greatest issue is the achievement gap between the two types of students, and how to correct or address the situation.

Specific structures within the U.S. higher education system — particularly finance and credentialing models — must be changed for attainment to increase to the levels required to reach the goal. Lumina will work to develop new models and to implement them throughout the higher education system, as another issue is performance funding.

One solution is to count all learning, no matter where learned, and use reverse transfers. See also www.**cael**.org/

The path to a degree or credential was described more as a lattice than a ladder, but it still should have a clear and connected path… Creating new systems of quality credentials and credits defined by learning and competencies rather than time, clear and transparent pathways to students, high-quality learning, and alignment with workforce needs and trends.

More info at http://www.luminafoundation.org/goal_2025.html

9:00am Exhibition Hall

10:15am 17B-Teaching from a Distance on the Starship (Cisco) Telepresence, by Wm. Patrick Barlow

From the Center for Excellence in Teaching and Learning, Madison College (WI)

Concerns: support for training, tech support, and distance ed, student support services, and training in pedagogy
Local issues: bandwidth, students trying to take a class on a phone, training for adjuncts
Their solution: Cisco Telepresence… adapted not a a meeting room but with full support for classes
Include document camera, camera, 2 HUGE TVs, laptops, and whiteboard… due to large TVs, the remote students are life sized, and interaction is like in a regular room.

Using Telepresence has increased retention, increased completion at Centers, and increased engagement, fewer behavioral issues, fewer tech calls. (Compared to ITV 20% retention)
They are working on best practices, such as the teacher is seated with student to be in camera, and each student has a name placard, and when to mute at particular sites… and turned it over from Media to Networking.
Completely automatic, though first day mentor for new faculty is advised, and they have added projector screens.

Bad news, $180,000 per lab, and equipment lasts 5 years before new had to be purchased, per Cisco

Monday, May 26

11:15am 19-B Fulbright Engages Community Colleges, by Andy Riess

http://www.iie.org/fulbright

Institute of International Education, Sponsored by the United States Department of State, Bureau of Educational and Cultural Affairs, the Fulbright Program provides funding for students, scholars, teachers, and professionals to undertake graduate study, advanced research, university teaching, and teaching in elementary and secondary schools.http://www.cies.org/program/core-fulbright-us-scholar-program

Good news: The core Fulbright U.S. Scholar Program provides approximately 800 teaching and/or research grants to U.S. faculty and experienced professionals in a wide variety of academic and professional fields. Grants are available in over 125 countries worldwide. Many institutions support their faculty in this due to the prestige it bring them.

Grant Duration: Grant lengths vary in duration: applicants can propose projects for a period of two to 12 months, as specified in the award description. In addition, flexible options may be available.

Seminar 12%, Research 27%, Teaching 22%, Teaching/Research 39%, most wards in English
Bad News, must meet the Host Institution's teaching criteria, ie PhD for many opportunities

12:00pm Lunch

1:00pm 18-B Increasing Faculty Access to Instructional Technology and Support, by Charles Perking

Barton Community College (KS) and Brenda Moreno
This basically was the bigwigs of an IT department discussing how their IT department functions… very good session.

They pointed out the first problem used to be a difference in expectations…
The IT tech thought he did his job if he fixed the problem, and would expect a 3 on the survey on how well he did, or a 4 if he smiled. 2 if it took several trips to fix it. If he didn't fix the problem he got a 1.
The faculty member though the IT folks deserved a 4 if they got 24/7 support.
They turned their program around by making sure it was 'student centric' fundable, sustainable, faculty was onboard, training provided, all parties surveyed, and the tasks completed… ie it works.

One issue was language, so they began to assign staff to divisions base on skills AND communication ability.
They realized one size does not fit all, and on occasion IT over-complicated a solution.
Now they set up the room when possible to meet the teacher's style.
They realized faculty needed access to technology a year before they planned to use it, to make sure the faculty could learn it, and to make sure it met their needs. They reassured the faculty it was okay to try and fail with technology if it was one copy… but harder to deal with if 100 copies… though they often recycle un-used tech to the library.
Their mantra became: "fix it," not "whose fault is it" AND support Bring your own device.
Their IT holds the reigns loosely, allowing the growth, but still maintaining reasonable constraints.
Hiring criteria #1, communication skills…. Maybe #5 was technology…
they realized that they could teach the new hire the technology, but not the communication… now 80% of staff are young women, who can be part of a team… some of the older IT geek-type folks were steered to other positions.
They looked for people willing to commit to 3-5 years so they could be trained; people who could have some flexibility in scheduling, who can learn and adapt… and pointed out Google solves most problems, not experts, as the technology changes so fast. Note: they purchased insurance for protection against accidental SSN breaches.

Monday, May 26
2:00pm Exhibition Hall

3:00pm 12-B Meeting the Challenges of Hiring and Training Adjunct Faculty, by Julie Engel
San Antonio College Student Success

Impetus: dwindling full time faculty… from 9 to 3. Their course demands knowledge outside info in the book.
Challenge: hiring process, and the lack of training.
Setting up the program, they made sure that the training carried CEU
They require the course to be started before courses are assigned
The department determined contentment, and had to include knowledge about the specific college locals / procedures

The result was a 12 hour class for certification… part face to face, part on line.
See appendix 1 at the end of this document
Material provided on a flash drive
Adjunct faculty manual
Access to SharePoint

Lessons learned
Get ahead of the hiring curve
Get access to online tools quickly
Try to start new adjuncts with a small load

Additional training available
Optional additional adjunct training through the Murguia Learning Institute
Department meetings
Training through district
Training for all faculty at the start of each semester

Integrating adjuncts into department
Department shirts
Holiday pot-lucks
Nominate for adjunct teaching award
Opportunity to attend conferences
Encourage leadership on initiatives
Shared offices fosters collaboration

Future enhancements
Encourage more faculty to observe each other
Plan regular "Lunch and Share" sessions
Require all faculty to be trained in Canvas (LMS)
Provide course resources in a Canvas shell

- Julie Engel jengel2@alamo.edu 210-486-0340
  Dehlia Wallis dstrong2@alamo.edu 210-486-0776

Monday, May 26

4:00pm 18-B Free Table Apps to aid instruction and instructor course management, by Penny Quinn

- iTuneU
- National Science Foundation: Science 360*
- TED & TEDEd
- Google Earth
- Skype
- iBooksAuthor & iMovie
- Study Blue
- Socrative
- Kahn Academy
- Evernote & Penultimate
- Circleof6
- Babylon
- EasyBib
- Others
    - Dropbox
    - EdModo
    - MusicTutor Free
    - Trello

To Access PowerPoint http://internal.bartonccc.edu/it/nisod.html

Tuesday, May 27

8:00am 17-A Top 10 Community Cause Issues; Educause, by Susan Grajek

1.Improving student outcomes through an institutional approach that strategically leverages technology
2.Establishing a partnership between IT leadership and institutional leadership to develop a collective understanding of what information technology can deliver
3.Assisting faculty with the instructional integration of information technology
4.Developing an IT staffing and organizational model to accommodate the changing IT environment and facilitate openness and agility
5.Using analytics to help drive critical institutional outcomes
6.Changing IT funding models to sustain core service, support innovation, and facilitate growth
7.Addressing access demand and the wireless and device explosion
8.Sourcing technologies and services at scale to reduce costs (via cloud, greater centralization of institutional IT services and systems, cross-institutional collaborations, and so forth)
9.Determining the role of online learning and developing a strategy for that role
10.Implementing risk management and information security practices to protect institutional IT resources/data and respond to regulatory compliance mandates*
10.Developing an enterprise IT architecture that can respond to changing conditions and new opportunities*

* Tie Details at http://www.educause.edu/ero/article/top-ten-it-issues-2014-be-change-you-see

Tuesday, May 27

9:00am Exhibition Hall

10:00am 14 MyCampus Tutors, by Katie Hakerman

They changed their name to SubjectMatter at http://subjectmatter.net/

SmarThinking is one option for tutorials, but for schools who want more control/ to use their tutors /their materials. They claim retetenion can go from 54% to 75% if using one to one tutors, but add the flexibility of cloud delivery of the one to one session, and the ability to reuse some sessions. School owes the content.

System provides an admin dashboard, a tutor dashboard, and a student dashboard, with scheduling tools.
Can upload documents. Students can review and tag helpful past sessions

Cost is $5000 per 1000, and they have ported to most LMS systems
Provide measure reports, and the content is searchable.

System is built on top of Adobe Connect… working on bandwidth limits, such as chat or audio only

11:00am 18-C Digital Learning Strategies that inform, engage, and inspire, by Leonard Bass

Basically they created a class the prepare students to take online classes.
Check out the digital versions of these sessions

http://circlesofinnovation.valenciacollege.edu/2014/05/27/nisod-2014-digital-learning-strategies-that-inform-engage-and-inspire/

Student Blogging with WordPress – Model best practices for life long learning by having students post their assignments from their own blogs. You can still read their re-posts inside of Angle, Canvas, or Blackboard, but using this method, they will always have their resources stored on their blogs and will not lose them when they lose access to the school's learning management system.
Life in the Cloud with One Drive, Google Drive or iCloud – Teach students to collaborate and store information in the cloud. No more thumb drives, no more forgetting files on the desktop. Welcome to life in the cloud.
Evernote - introduce a new form of notetaking that harnesses the power of ubiquitous computing
Google Hangouts – meet with groups of students through video conference or have students meet and stream their panel discussions to YouTube.
ScreenCast-O-Matic – Don't write the instructions, record your screen and make a video of your instructions, or better yet, have your students record their screens to demonstrate their knowledge of content.
Pixlr – this is basically a free, cloud-based version of image editing software that works a lot like Photoshop. Students can use this to create and edit Information Graphics
TouchCast – You kind of have to see this to believe it, let's just say that it could be the future of interactive video and the Internet.
ECAR Study 2013 Check out this report on undergraduates and technology to learn a little more about how things are shifting.

http://circlesofinnovation.valenciacollege.edu/2014/05/26/nisod-2014-impromptu-presentation/

Today's Meet Backchannel for crowd submission of ideas
Google Operators Become a master at Google searching with operators like site: and filetype:
Information Graphics visual information for just about every content area
TED.com Amazing talks by amazing speakers
TED Ed Amazing talks redesigned by amazing graphic animators
Amara An easy way to make your videos ADA compliant
VidBolt A way to add text to the timeline of videos

12:00pm General Session and Key Note:

Bridging the Higher Education Divide: Strengthening CCs & Restoring the American Dream, by Richard D Kahlenberg

The lecture started off with a reminder that it was the 60th anniversary of Brown v Board of Education and it was pointed out that inequality still existed, not just by race, but more by income.

"Today, the promise of that historic decision remains unfulfilled. The progress made toward desegregating American schools has not simply stalled, but is increasingly being reversed across the nation. Today, New York schools are the most segregated in the nation. What's worse, contemporary segregation has grown in intensity as racial and class segregation have combined in growing numbers of schools only serving African-American and Latino children living in poverty. This panel examines the landscape of the struggle for educational justice in the light of this trend toward intensified racial and economic segregation, and offers thoughts on how America could find its way back to the 'freedom road,' with diverse, quality schools befitting a democratic society."

http://www.tcf.org/news_events/detail/educational-justice-and-the-integration-of-americas-schools

The Century Foundation is suggesting a task force to tackle globalization, stagnant social mob ility, rising university costs and consider degree goals v completion, as after 6 years, 10-25% of students have a degree, but 2/3 don't finish. There is economic stratification. In low income areas 2:1, but prestigious schools 10:1.

There is a lack of political capital to fund greatest need… Low income leads to low expectations, and low spending. It was pointed out that rich schools actually use tax breaks to indirectly get the equivalent of some public funding. If costs are adjusted, better results with full time student occur.

Students who started at Community College have lower achievement that if they start at University, mainly because of inadequate funding. Schools with higher race or socioeconomic impacts have lower achievement.

They suggest taking a lesson from K-2, and have federal funding, and programs to fund attendance of magnet school,s etc. 2/3 of K-12 schools provide extra funding for low income, but the opposite happens at college. Recommendations center around funding and accountability… low income student deserve more, and there needs to be greater transparency in public support. Tie adequate funding with performance, and reduce stratification, attract the middle class, and finally, 4 year schools need to recruit more low income students. http://www.tcf.org/work/education

1:00pm Exhibition Hall

2:15pm 12-B Exploring an Instructional Development course for new faculty, by Kyle Massey, TSTC

1 Types of instruction design interventions
2 How implemented at TSTC
3 How the instruction design interventions are assessed

1 Types of instruction design interventions to enhance teaching and support learning
workshops, seminars, short courses, classroom observation, profession conferences, best practices, course evals
Problems include short duration don't persist, and conferences the information is not disseminated.
2 How implemented at TSTC
To deal with inadequacy of other types, they focus on longer duration (15 week face to face+online)
Mandatory for all new full time faculty; they model in the course what they expect faculty to do in their courses… grounded in theory (constructivism) and stress the importance of reflection, philosophy of education, feedback, use of multiple instructional methods. (Context at TSTC: subject matter experts teaching 1st generation students)

3 How the instruction design interventions are assessed: pre and post survey on the level of understanding ID, format, purpose, and process.

3:15pm 17-A Motivating and engaging Students using the brain's reward pathway, by Janet Zadina

Dr. Zadina is involved in brain research, and this session was how humans are wired to do what they should do, and explaining the way human brains reward positive actions, and how to leverage the information in the class.

Ask, are you read to learn? Do you believe you can? These statements have a big impact… and the reward pathway can be activated by learning… motivating students to continue.
Sadly, some bad thing trigger more reward response than good things… Doritos v nuts, for example, can create more serotonin and dopamine which adjust mood and memory.

Tips: make connections between lesson and real life, and make it meaningful personally to the student.
Social interaction and cooperation are very important…
Demonstrate before you assign projects.
Self-selection of topics is helpful.

Positive emotion is rewarding, so use humor, surprise, and novelty.
Let them see progress, such as a checklist. Focus Not what they have to do, but what they have done.

The brain is plastic, you are not stuck at one IQ or level of ability; you can increase IQ as achievement rises.

Challenge is rewarding.
Examples, pattern detection, games solving, puzzles, let them figure out the rules and it becomes more meaningful.
Check out Smilkstein; use inductive learning, pattern of errors, graphic organizers, and compare-contrast.
Check out Zull; lesson, practice, feel good.

Remind students that young brains may learn faster, but older brains learn deeper.

4:15pm 16-B Blended Learning environment: Facilitating the Optimum Hybrid Classroom, by Sharon Silverman

Chicago Colleges
They focused on why the flexible hybrid class could be good for students and the school, but stressed the need for high quality tech support with a liason, and stressed getting the librarians involved… they called it an embedded librarian.

Note, the make sure to stress hybrid is NOT supposed to be easier

They gave out a sheet with a backward design template:
Stage 0: Course description, audience, prereqs and skills
Stage1: goals, learning objectives, possible questions to include
Stage 2: assignments
Stage 3: collaborative assignments
Stage 4: Adult learning principles, inclusive curriculum, effective curriculum, connected curriculum

They addressed discussions using LMS, wikis,
blogs from Wordpress, Edmodo, pb works
and keeping the class personal, with no disconnects.

The final item they discussed methods to discourage cheating, such as proctored exams.

Wednesday, May 28

8:30am 19-A Get to know your students!, by Christina Hawkey

The following info was also referred to in the Tuesday, 11:00 session, but apply here too

Current students were born in 1996; Internet took off in 1995, Google was born in 1996, YouTube in 2005…
so anything that happened before you were born ALWAYS existed
anything you encounter from age 15-30 is cool
anything you encounter after age 30 is evil… young students have always known the internet, and mobile and YouTube are cool… but your older students… every technology is evil.

About Millennials in specific: grew up in the recession, where 90% of new jobs are part time,
product of "no child left behind"
25% of the US population is a Millenial
63% of them have or get a BA, but only 48% of the jobs use the degree; they are on average $45K in debt, and 25% live at home

7 distinguishing traits

1 Special: the baby on board generation, they seem entitled
2 Sheltered: a lack of critical thinking skills as they are a product of "no child left behind"
3 Confident: bus often misguided… think helicopter parents
4 Team oriented: but don't like it… rational helps (use peer evaluations to avoid one person doing all work or laggards)
5 Achieving; not always realistic
6 Pressured: over programmed as children (days full soccer league, music lessons, etc.) Pressure can often be self-inflicted, such as last minute work.
7 Conventional: like to get along, not risk takers (that's what cause the housing crash, market crash, etc)

5 "R's" of engaging Millenials

1 Research based methods: active learning, attention shifts, less lecture more multimedia, collaborating
Must include legit research (not Wikipedia) and we must teach rules
2 Relevance: They like to google, not memorize, so they need to see how to apply information and you need to connect it to your content
3 Rational: not authoritarian like boomers, no automatic respect or blind following, ask them to create rules by asking what ruins a class for them… it will wind up just like your rules but since their idea, they will follow
4 Relaxed: they like to informally interact, but you can help channel this to help them to learn
5 Rapport: show interest,
and stress how all of this will prepare them for a job

9:30am 12-B Make your New Employee Orientation and engaging journey to success, by John Thibodeau

Gateway Tech, Kenosha WI See Appendix II

For their new hires, they have a year long class… what they need to know first day, first week, etc.
They use a booklet to deliver some content, and to record successful completion of 'journey'.
Their class focuses only on what all new hires need, not special info for departments.
What do they need to know? When? Who to meet, places to visit, experiences to have? http://tinyurl.com/gatewayjourney

10:30am Closing Session and Key Note:
Grant Funded initiatives and other risks to self-fulfillment: A cautionary tale, by Ronald Baker

Basically asked if grants were a sustainable way to fund initiatives on campus

Appendix I

ALAMO COLLEGES
SAN ANTONIO COLLEGE

Murguia Learning Institute and Student Development:

SDEV Teaching Excellence Certificate Program

Summer 2014

Timeline

Overview: This 12 hour training program is specifically geared to new faculty teaching Student Development at San Antonio College. The goal of the training program is to equip SDEV Faculty with the tools and curriculum to promote student success.

Training Session #1: Pedagogy (Beginning and Ending Your Class Well)
Presented by: Dr. Johnnie Rosenauer
Online Session
Link: http://sacms.alamo.edu/Mediasite/Play/a79d9549a4b247649f9894f1bbc881dd1d

This session will provide pedagogy utilized by some of the most successful College Professors, specifically focusing on how to begin and end a class successfully.

Learning Outcome: Participants will gain specific strategies to use in classes such as ice breakers and assessment tools.

Training Session #2: Classroom Management/Safety
Presented by: Tracy Floyd and Julie Engel
Online Session
Classroom management
Link: http://sacms.alamo.edu/Mediasite/Play/400187ed01784db2a0fde1498c228b181d
Strategies of Behavioral Intervention (SOBI)
Link: http://sacms.alamo.edu/Mediasite/Play/7a64d67aefa84844b13482febf300d1d1d

This session will cover general campus safety, familiarize participants with San Antonio College's Student Code of Conduct and teach classroom management techniques.

Learning Outcome: Participants will understand the expectations of students at San Antonio College and procedures/policies to follow in regards to campus safety.

Training Session #3: Campus Services
Online Session

Link:http://sacms.alamo.edu/Mediasite/Catalog/Full/ad3ada8741a346fbadf049fc42ee5c5b21/9f7fb566aa32498c8d4ddc59906cfa6814/ad3ada8741a346fbadf049fc42ee5c5b21

This session will be provided online and will introduce participants to the wide variety of services available to students. This will include an overview of Financial Aid, Counseling and Advising, Library, Writing Center, etc….

Learning Outcome: Participants will become familiar with services to which they can refer students to promote student success.

Training Session #4: SDEV Specific Teaching Topics
Presented by: Dehlia Wallis
Wednesday, July 30th, 10:00am – 1:00 pm or 6:00pm – 9 pm
Student Success Center, 117

*Responses to Certification Questions from videos are due at this session.

This session will focus on an overview of the three courses taught in SDEV. Specifically covering Student Learning Outcomes, required assignments, Learning Community pedagogy and assessments used. Additionally, materials will be provided to better understand Department Guidelines (Adjunct Faculty Manual, etc…)

Learning Outcome: Participants will gain insight and understanding of the specifics taught in SDEV 0370, 0170, 0171 and EDUC 1300.

Training Session #5: Student Development Semester Kick-Off and Certification
Presented by: Dr. Paul Wilson (Speaker) and Dehlia Wallis
Tuesday, August 19, 2014, 9:00 am - 12:30 pm
Student Success Center, 117

This session will begin with an address by Dr. Paul Wilson, Director of the Murguia Learning Institute. The session will include updates, announcements and specific teaching demonstrations for Student Development courses. Additionally a specific training will demonstrate utilization of the Pre/Post Assessment used in SDEV to measure student success over the course of the class. Certificates will also be presented to those who have completed the training sessions.

Learning Outcome: Participants will gain the necessary information and expectations to successfully teach SDEV in the Fall 2013 semester.

Questions to be completed and brought with you to the in-person training:

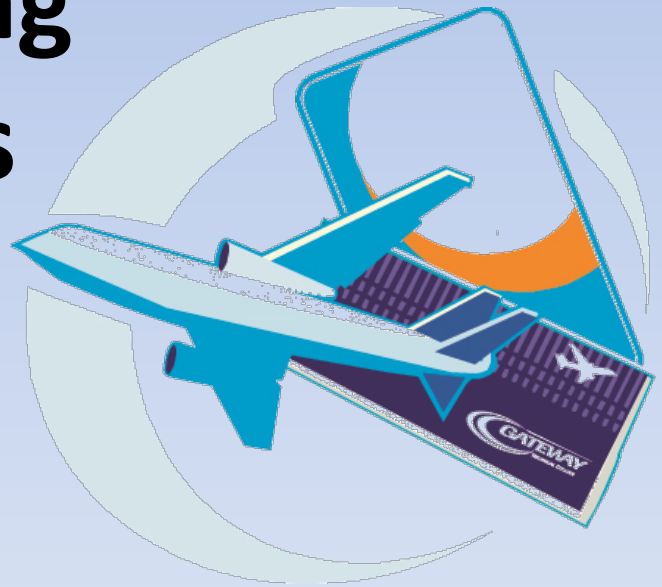
Wednesday, July 30th

1. What is one technique from the Pedagogy session that you would like to implement into your teaching?
2. Name at least three of your predicted classroom pet peeves.
3. Give an example of why you may need to complete a SOBI Report and state beginning process of filing a SOBI Report.
4. Name at least one college service not covered in the video but about which you would like to learn more.

Appendix II GatewayJourney info

The following sections include guest log in info, the PowerPoint, Orientation design documents, their plan, v3, partial Journey booklet, and supervisor's instructions.

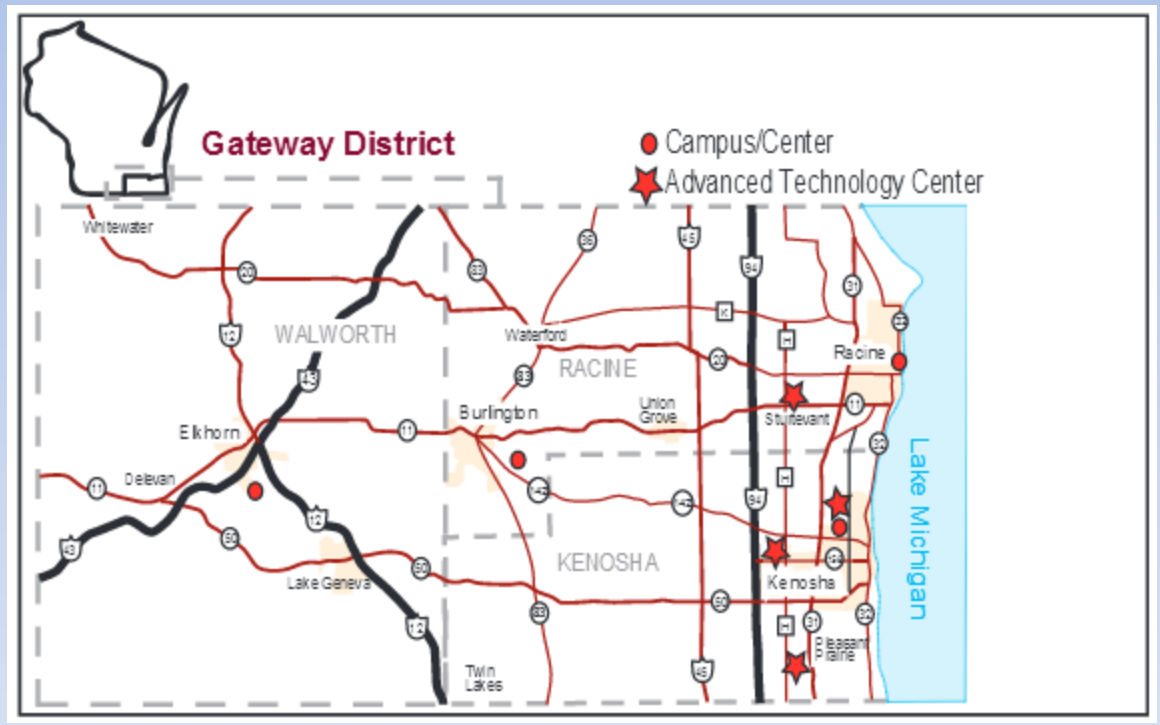
Make Your New Employee Orientation Program an Engaging Journey to Success



Dr. John Thibodeau
Assistant Provost
Gateway Technical College
Kenosha, WI

Gateway Technical College

- Located in Southeast Wisconsin between Milwaukee and Chicago
- Oldest publicly funded 2-year technical college
- Founded in 1911
- 3 campuses and four centers in 3-county district



Gateway Technical College

- 25,000 student headcount
- 5,500 FTE students
- 600 full-time employees

Our Orientation Challenges

- Multiple orientations by departments and campuses
- Lack of common content
- Redundancy and gaps in content
- Inconsistent participation requirements

One Orientation for All

The Gateway Journey

Launched in July 2008
Journey 2.0 in June 2010
Journey 3.0 in June 2012

158 Completers
121 Active Travelers

45% of current workforce

Design process

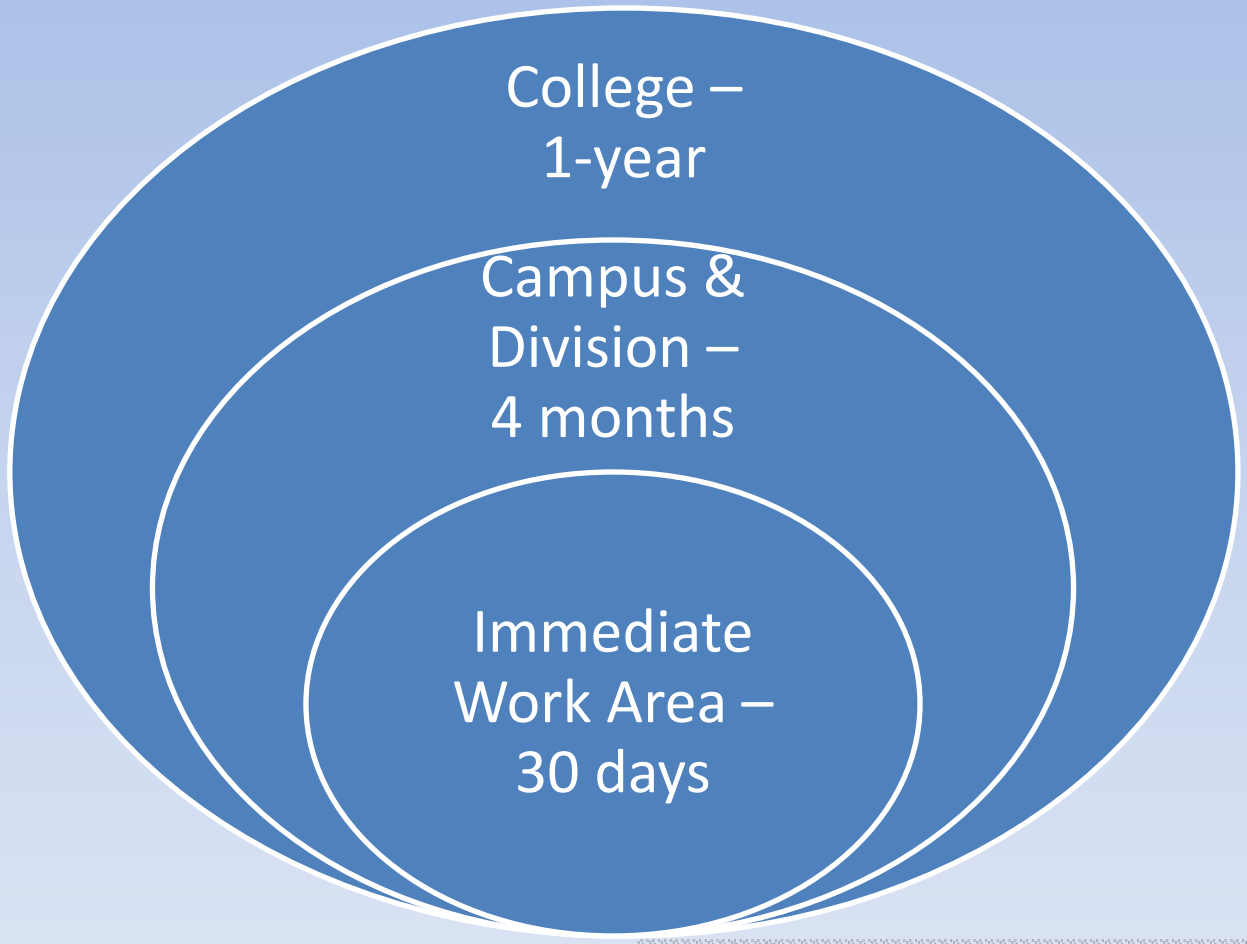
- Committee formed from Employee Development Steering Committee
- Six new employees invited to participate
- Identified common elements of existing plans
- Distilled to common information all employees need

Brainstorming #1

What do all new employees need to know?

- Concepts
- Processes
- Skills
- People
- Places
- Experiences

Widening Circles



Brainstorming #2

When do your employees need to know information?

- Define your circles
- Fill your circles

Meeting People. . .

30 Days	•Supervisor •Campus support staff	•Immediate co-workers
4 Months	•Campus dean •Director of Security •College President •Campus program instructor	•Provost •Divisional VP •Campus and Division co-workers
1 Year	•President's Assistant •Board of Trustees •Program Instructor •Divisional Dean	•VP of Human Resources •VP of Community Relations •Foundation Executive Director •Assistant Provost

Going Places . . . Learning Things

30 Days	•Workstation •Copy Room •Mail Room
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1 Year	•Center for Sustainable Living •All college campuses and centers

30 Days	•Identify Strengths •Start learning technology •FERPA tutorial •Employee Handbook
4 Months	•Mission, Vision, Values •Customer Service •Explore Strengths •Google Apps
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Self-directed

- Journal introduced at benefit orientation
- All materials available online
- Meetings and workshops scheduled as needed
- Supervisor and employee determine satisfactory progress through orientation

Blackboard Organization

The Gateway Journey

Brainstorming #3

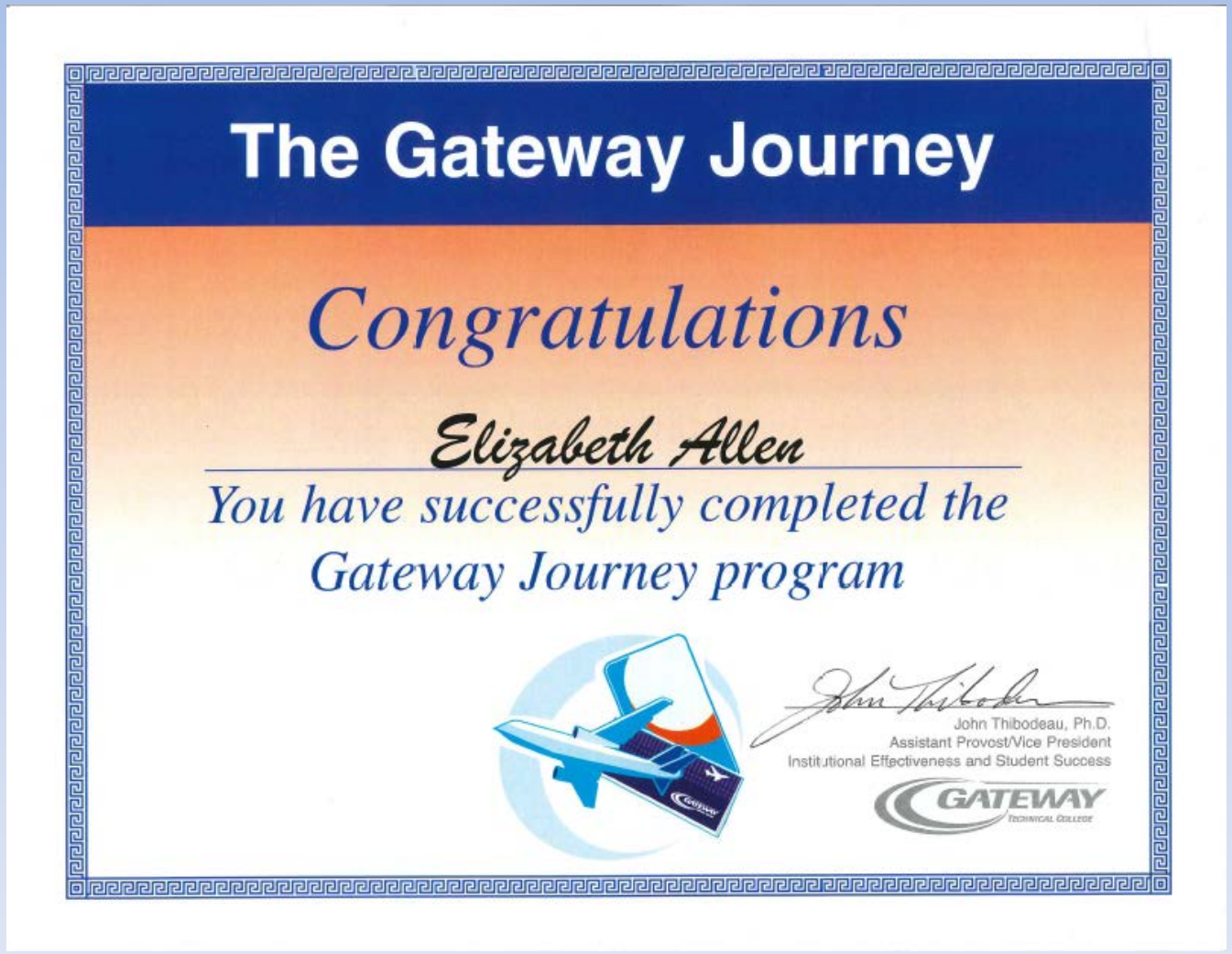
What can you do to make the orientation easy and fun?

Stickers!

The Higher Learning Commission
Racine Campus
Employee Handbook
My Workstation
Service
A Degree Above
Strengths Workshop
4 Months Complete
30 Days Complete
oogle
1 Year Complete!
Gateway Technical College Horizon
Division Dean
urlington Center
Administrator
LakeView ATC
District Emergency Plan
GATEWAY TECHNICAL COLLEGE
FOUNDATION
Kenosha Campus
Elkhorn Campus
Gateway Board Meeting
the Pr
My Supervisor Meeting
iMet Center

Group Tours

Certificate of Completion



Participant Feedback (n=91)

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Challenges

- Timeframe - too short and too long
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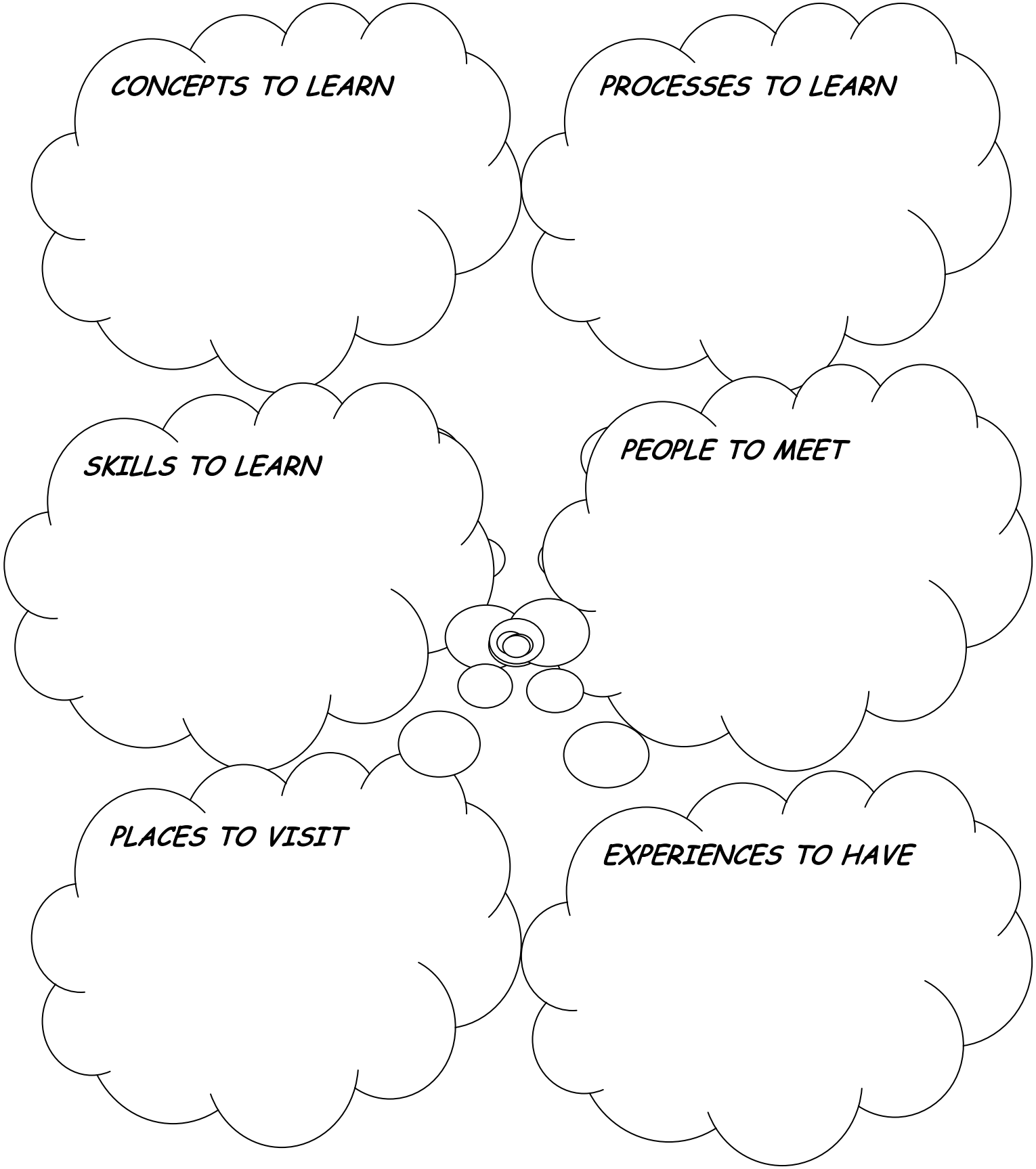
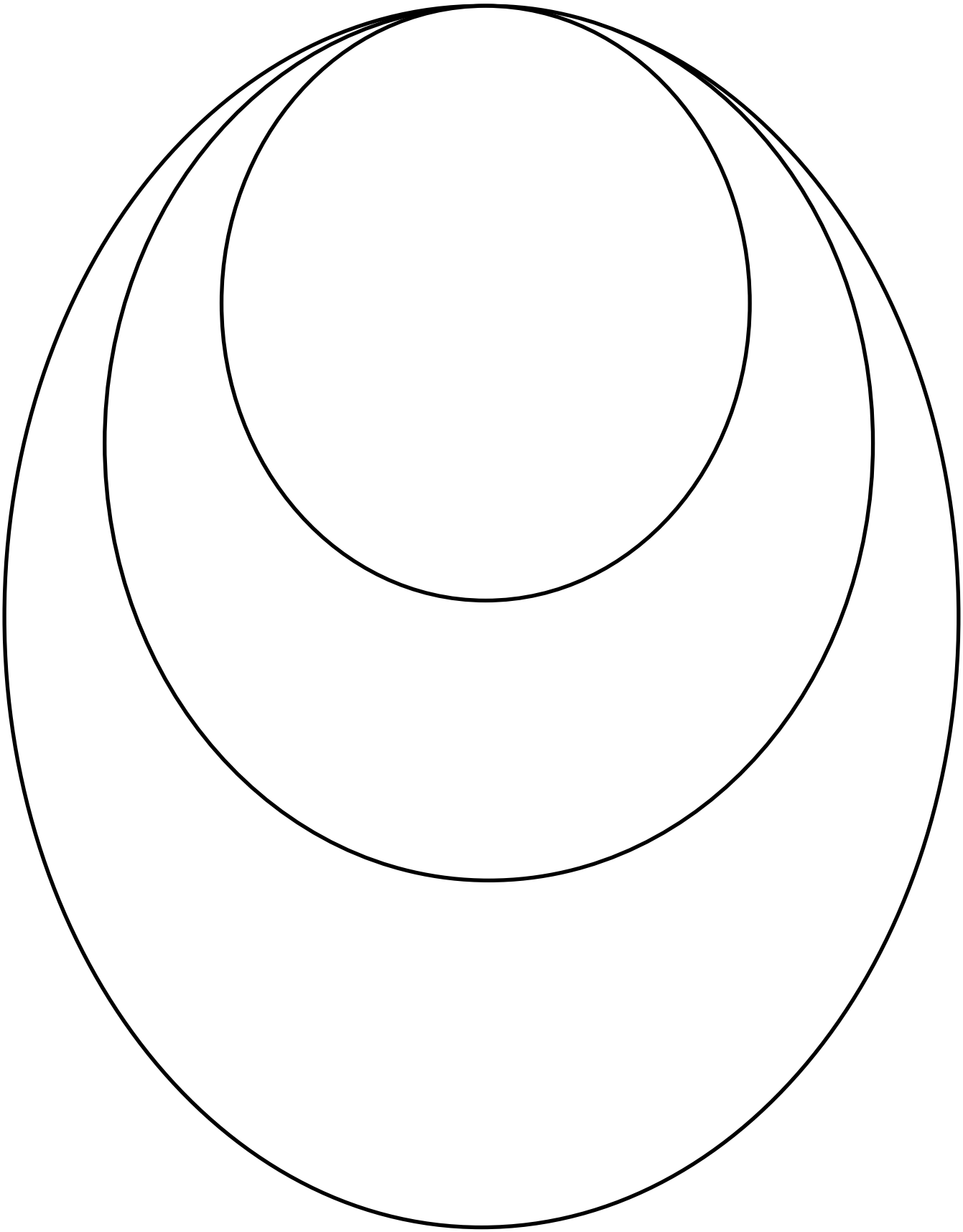


When do new employees need to know it?



New Employee Orientation Plan: The Gateway Journey 3.0

Overview
The new employee orientation is delivered much like an online course, titled "The Gateway Journey." Participants will be enrolled upon hire and move through the program over the course of their first year of employment. Supervisors will be responsible for ensuring that orientation activities are completed.

Employees will have Colleague ID number, network log-in, phone number, etc. before first day of employment.

Before the new hire is on board, each supervisor needs to **e-mail the employee** with the following:

- The location of the employee's workstation.
- A block schedule of activities for the employee's first week—meetings, training, and work hours.
- A list of the hardware and software the employee must learn to use within the first 30 days of employment.
- A list of five questions that the employee might be asked by a customer or coworker, the answers to which can be found on the college webpage, intranet site, or departmental Blackboard page.

Layout of the program

Learning Outcome	**Activity**	**Tools on Bbd** May be forms to complete and submit or job aids to save	**Reading/Viewing** May be on Bbd or printed material	**Reflection** Journal entry for reflection on learning	**Documentation** Printed booklet to collect signatures and stamps from places visited
Pre-Employment Meeting with Human Resources (complete before first day of employment)					
Identify basic employment information	Review packet of new employee information with HR				
Complete necessary forms	Fill out and sign all needed forms				
Learn about orientation program	Meet with Employee Learning department	Employee logs into Blackboard site and learns navigation Optional – Post an introduction on the VIP Lounge discussion board			Employee receives Journal

Employees are given a Journal for their journey, which is a workbook in which to complete activities, take notes, list questions to ask, and record their reflections. This is an ongoing-activity throughout first year. VIP Lounge is an optional online discussion forum for new employees to share ideas and read and react to other new employees' experiences, which is intended to enhance learning and build community.

New Employee Orientation Plan: The Gateway Journey 3.0

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Competency 1: Assume responsibility for orientation as a new Gateway employee (complete within first 30 days)					
Locate your workstation and other locations you need to visit in daily work	Discover how to access mail, make photocopies, and get office supplies				Record information in Journal. Get a "my workstation" stamp on day one.
Identify key people for your daily work	Find the names of your supervisor, his/her secretary, "go to" person for questions, clerical help, lead or chair, and others with your same job				Record the names of your key people on the pages provided and get their initials.
Log onto your computer	Access Gateway network and e-mail server		Network log-in and Google instructions		Record information in Journal.
Use required technology effectively	Access technology identified by supervisor as needed for job		Instructions for • Phones • Colleague • Web Advisor • Blackboard • Other?		Record information in Journal.

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Locate information from online resources	Answer a list of questions provided by supervisor using online resources.		Link to online resources		E-mail information to supervisor
Explain the expectations of your job and how your work is evaluated	Meet with your supervisor AND Write a follow-up e-mail to your supervisor summarizing what you've learned	Sample memo format			Get a "my supervisor meeting" stamp.
Learn about Gateway's Employee Handbook	Attend an orientation session with Human Resources on the Employee Handbook		Employee Handbook print copy from HR Link to Employee Handbook on intranet		Sign the handbook receipt for HR Get an "Employee Relations" stamp at the orientation

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Describe the org structure of your immediate dept.	Complete a form listing the people who work in your immediate area, what they do, and how their work relates to yours.				Record information in Journal. Get immediate coworkers' Initials.
Discover your strengths	Complete the online Strengthsfinder self-assessment AND Share your top five strengths with supervisor		Link to Gallup website		Record information in Journal.
Learn about FERPA	Complete an online tutorial on the Federal Educational Rights and Privacy Act		Link to tutorial on Blackboard		Record tutorial completion date in Journal
Evaluate your progress after 30 days	Review itinerary, meet with supervisor, and click "Mark Reviewed" button in Blackboard			Reflect on progress in your Journal Optional – share on VIP Lounge discussion board	Get "30 Days" stamp from supervisor.

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Competency Two: Explore the structure and activities of your base location (complete within 4 months)					
Explore your base location	Take a full tour of your base campus	Campus maps	List of campus guides		Get a stamp for your location
Meet your campus dean	Meet the dean of campus affairs		List of campus deans	Reflect on the campus	Get the dean of campus affairs' stamp
Explain the district emergency response plan	Enroll in the college's emergency response Blackboard site, Complete the Active Shooter online training, AND Attend an orientation to the campus emergency plan		Link to Active Shooter online training Link to emergency response blackboard site Orientation contact information	Reflect on emergency readiness	Get stamp from orientation presenter

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Explain the mission of career and technical education and Gateway's mission, vision, and values	Read information about what makes technical colleges unique from other colleges, Read about Gateway's mission, vision and values, AND Meet with the president and a group of other new employees to discuss mission		Link to ACTE website Mission, vision, and values material Schedule of opportunities to meet with president	Reflect on our college mission, vision, and values	Get president's stamp
Identify the major educational programs at your campus location	Visit with an instructor in one of your campus programs	"Speaking with the Locals" sample topics for conversation	List of campus programs	Reflect on Gateway programs	Get program instructor's signature
Deliver excellent customer service	Participate in customer service training		Schedule of customer service training sessions *Connections* workbook	Reflect on meaning of customer service	Get a customer service training stamp

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Describe the organization of your base site and your division	Create an organizational chart of your base location and your division				Record information in Journal. Get initials from people you meet in order to complete this activity.
Learn about your strengths	Read a book on using your strengths AND Attend a workshop on using your strengths		*Now, Discover Your Strengths OR Teach with Your Strengths OR Strength-based Leadership*	Reflect on how to use your strengths to do your job	Get stamp from workshop presenter
Learn to use the advanced features of Google	Attend a Google workshop		Schedule of Google workshops		Record tips to remember in your Journal and get "Google" stamp from workshop presenter

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Evaluate your progress after 4 months	Complete a self-assessment on this competency			Reflect on progress in your Journal Optional – share on VIP Lounge discussion board	Get "4 months" stamp from supervisor.
Competency 3: Identify the operational structures and activities of Gateway Technical College (complete within one year)					
Identify the governance functions of the Board of Trustees	Read material on governance AND Meet with assistant to president AND Attend a Board of Trustees meeting		Governance explanation materials Board agendas	Reflect on your Board meeting experience	Get signature from president's assistant AND "Board meeting" stamp
Describe the major functions and structures of the Wisconsin Technical College System	Read material about WTCS and/or visit the WTCS website		WTCS information and link to site	Reflect on how the technical college system functions affects you and your work	

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Locate all Gateway facilities	Visit all Gateway facilities for orientation activities, work functions, or tours	District maps	Contact information for each Gateway facility		Get a stamp from each Gateway facility (may do this throughout orientation)
Identify major program areas at the college	Visit with an instructor on another campus AND Meet one of the divisional deans who is not your supervisor	"Speaking with the Locals" sample topics for conversation	Program information (link to homepage) List of deans		Get signature of instructor and stamp from divisional dean
Discuss major divisional and college plans that affect your department	Discuss planning with your supervisor AND Attend a discussion with a plan administrator			Reflect on how planning affects you and your work and how you can contribute to planning	Get signature of plan administrator

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Explain Gateway's sustainability initiatives	Read information about sustainability AND Attend a tour and presentation at the Center for Sustainable Living		Link to Gateway green webpage Center for Sustainable Living tour schedule		Get stamp for sustainability
Explain the college's accreditation	Read information about accreditation AND Attend a discussion with Assistant Provost		Accreditation information for college and programs	Reflect on how accreditation affects you and your work and how you can participate in accreditation activities	Get stamp for accreditation
Identify your further training needs	Complete a self-assessment of areas for further training (or a PDP if appropriate)	"The Journey Continues" needs assessment	Information on other professional development opportunities		
Evaluate your progress after one year	Complete a self-assessment on this competency			Reflect on progress in your Journal Optional – share on VIP Lounge discussion board	Get "One year" stamp from supervisor.

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Evaluate this orientation program	Complete an evaluation of the orientation program	Program evaluation form			
Recognition of completion of orientation and first year of employment.					

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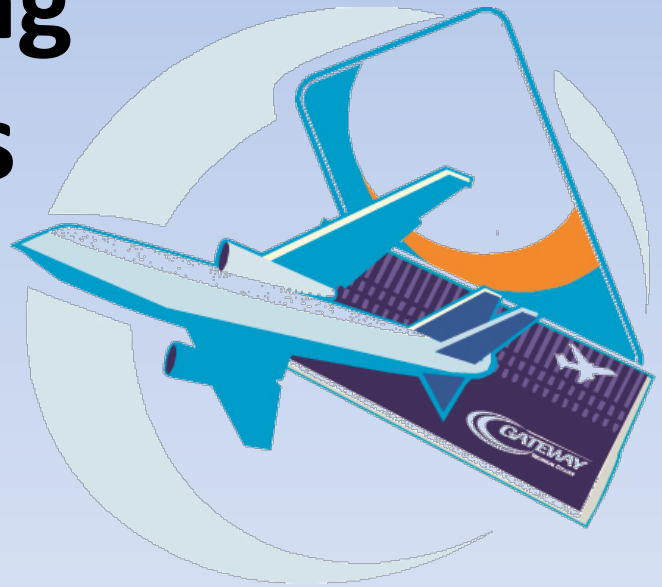
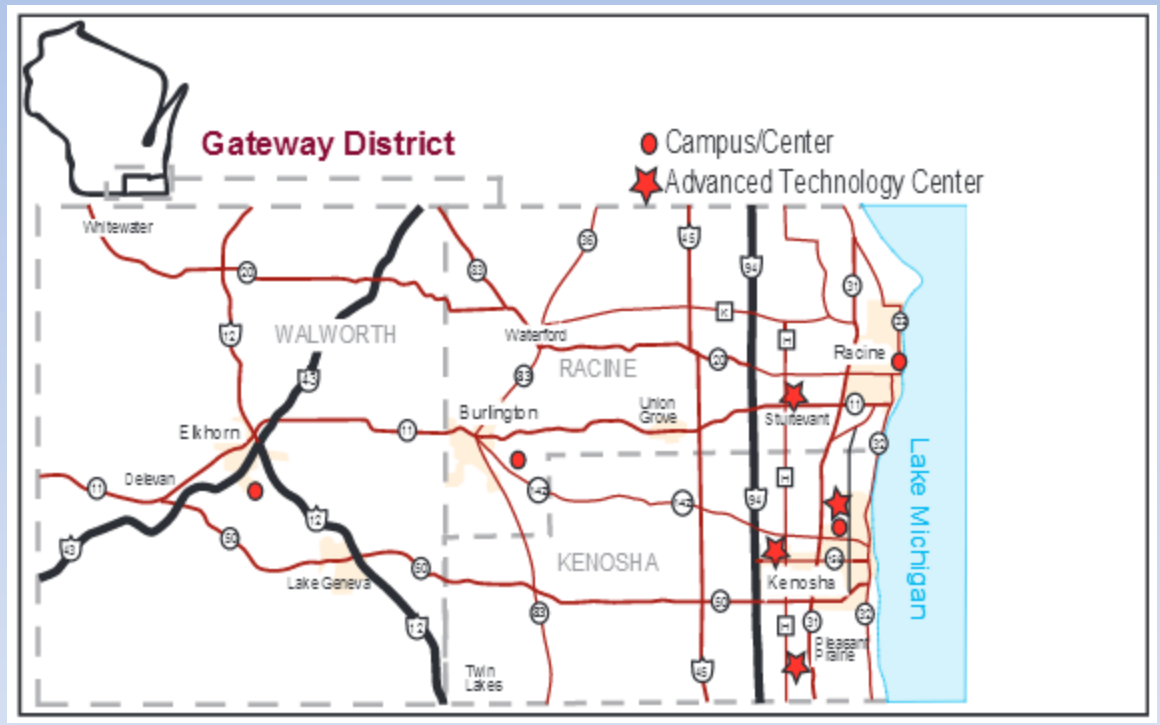
Make Your New Employee Orientation Program an Engaging Journey to Success



Dr. John Thibodeau
Assistant Provost
Gateway Technical College
Kenosha, WI

Gateway Technical College

- Located in Southeast Wisconsin between Milwaukee and Chicago
- Oldest publicly funded 2-year technical college
- Founded in 1911
- 3 campuses and four centers in 3-county district



Gateway Technical College

- 25,000 student headcount
- 5,500 FTE students
- 600 full-time employees

Our Orientation Challenges

- Multiple orientations by departments and campuses
- Lack of common content
- Redundancy and gaps in content
- Inconsistent participation requirements

One Orientation for All

The Gateway Journey

Launched in July 2008
Journey 2.0 in June 2010
Journey 3.0 in June 2012

158 Completers
121 Active Travelers

45% of current workforce

Design process

- Committee formed from Employee Development Steering Committee
- Six new employees invited to participate
- Identified common elements of existing plans
- Distilled to common information all employees need

Brainstorming #1

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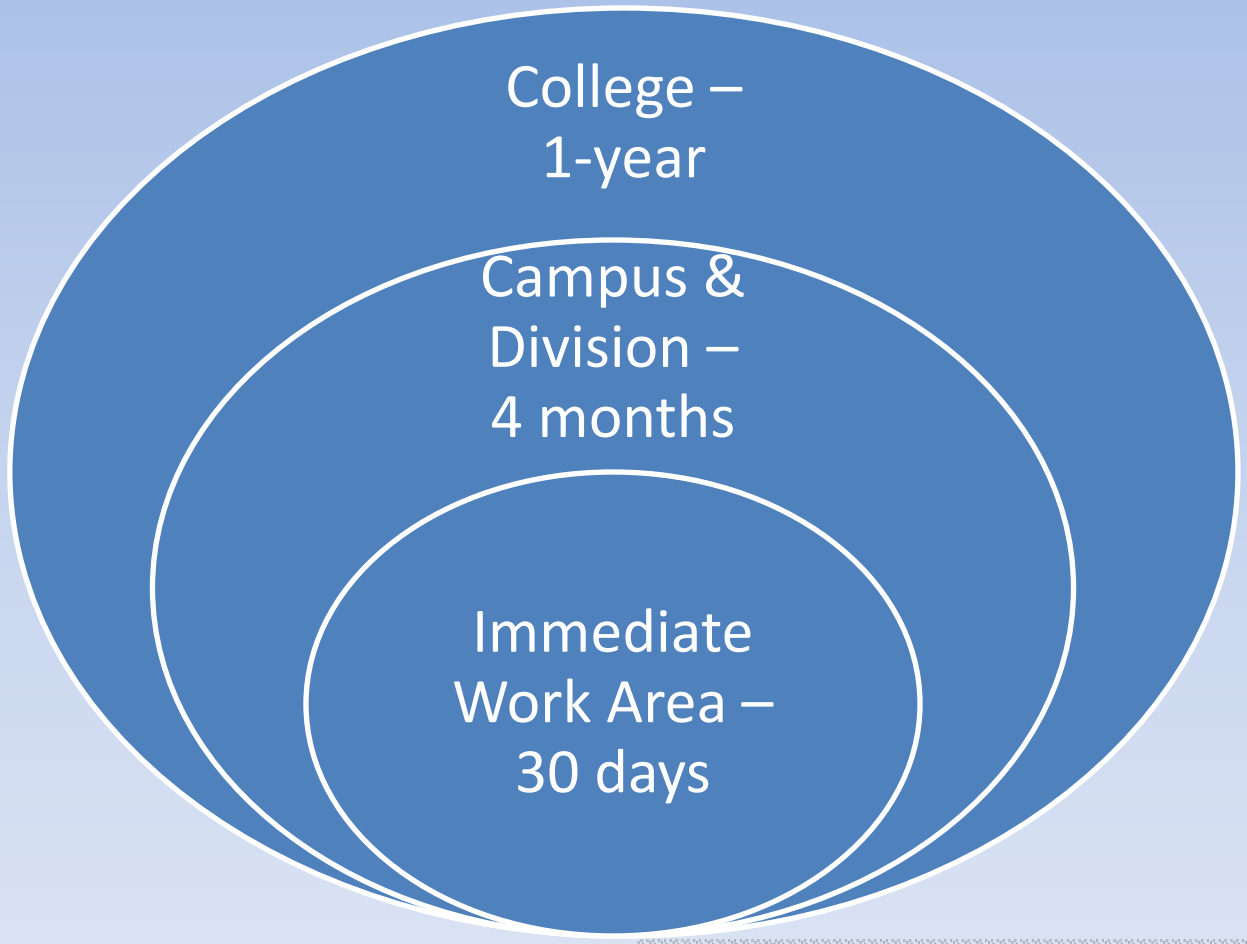

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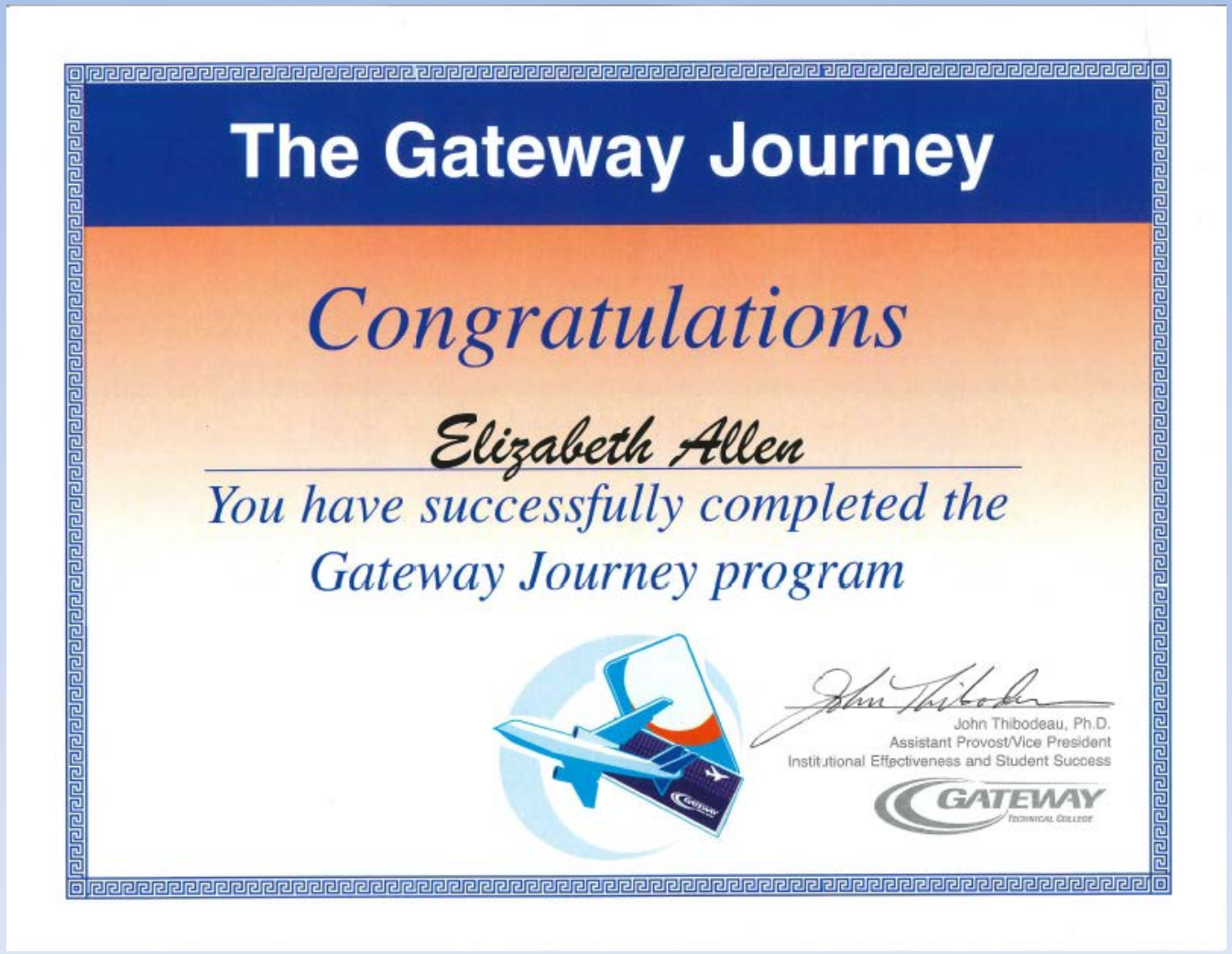

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Questions?

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Meeting the Challenges of Hiring and Training Adjunct Faculty

Julie Engel
Dehlia Wallis
San Antonio College

NISOD Conference – May 26, 2014

Impetus for Change

- Dwindling full-time faculty
- Small long-term team of adjuncts
- Course that demands extensive knowledge
- Large number of sections

Our Challenges

- Learn the adjunct hiring process
- Train new adjuncts
- What happens without training!

Your Challenges?

Setting up a training program

- Collaborate with the director of our employee development office for assistance and CEUs
- Let applicants know that completion of training is required before course assignment
- Determine content

SDEV Teaching Excellence Certification Program – Summer 2014

Overview: This 12 hour training program is specifically geared to new faculty teaching Student Development at San Antonio College. The goal of the training program is to equip SDEV Faculty with the tools and curriculum to promote student success.

Training Session #1: Pedagogy (Beginning and Ending Your Class Well)
Presented by: Dr. Johnnie Rosenauer
Online Session
Link: http://sacms.alamo.edu/Mediasite/Play/a79d9549a4b247649f9894f1bbc881dd1d

This session will provide pedagogy utilized by some of the most successful College Professors, specifically focusing on how to begin and end a class successfully.

Learning Outcome: Participants will gain specific strategies to use in classes such as ice breakers and assessment tools.

Training Session #2: Classroom Management/Safety

Presented by: Tracy Floyd and Julie Engel

Online Session

Classroom management

Link: http://sacms.alamo.edu/Mediasite/Play/400187ed01784db2a0fde1498c228b181d

Strategies of Behavioral Intervention (SOBI)

Link: http://sacms.alamo.edu/Mediasite/Play/7a64d67aefa84844b13482febf300d1d1d

This session will cover general campus safety, familiarize participants with San Antonio College's Student Code of Conduct and teach classroom management techniques.

Learning Outcome: Participants will understand the expectations of students at San Antonio College and procedures/policies to follow in regards to campus safety.

Training Session #3: Campus Services

Online Session

Link:http://sacms.alamo.edu/Mediasite/Catalog/Full/ad3ada8741a346fbadf049fc42ee5c5b21/9f7fb566aa32498c8d4ddc59906cfa6814/ad3ada8741a346fbadf049fc42ee5c5b21

This session will be provided online and will introduce participants to the wide variety of services available to students. This will include an overview of Financial Aid, Counseling and Advising, Library, Writing Center, etc….

Learning Outcome: Participants will become familiar with services to which they can refer students to promote student success.

Training Session #4: SDEV Specific Teaching Topics
Presented by: Dehlia Wallis
Wednesday, July 30th, 10:00am – 1:00 pm or 6:00pm – 9 pm
Student Success Center, 117
*Responses to Certification Questions from videos are due at this session.

This session will focus on an overview of the three courses taught in SDEV. Specifically covering Student Learning Outcomes, required assignments, Learning Community pedagogy and assessments used. Additionally, materials will be provided to better understand Department Guidelines (Adjunct Faculty Manual, etc…)

Learning Outcome: Participants will gain insight and understanding of the specifics taught in SDEV 0370, 0170, 0171 and EDUC 1300.

Training Session #5: Student Development Semester Kick-Off and Certification
Presented by: Dr. Paul Wilson (Speaker) and Dehlia Wallis
Tuesday, August 19, 2014, 9:00 am - 12:30 pm
Student Success Center, 117

This session will begin with an address by Dr. Paul Wilson, Director of the Murguia Learning Institute. The session will include updates, announcements and specific teaching demonstrations for Student Development courses. Additionally a specific training will demonstrate utilization of the Pre/Post Assessment used in SDEV to measure student success over the course of the class. Certificates will also be presented to those who have completed the training sessions.

Learning Outcome: Participants will gain the necessary information and expectations to successfully teach SDEV in the Fall 2013 semester.

Additional resources

- Material provided on a flash drive
- Adjunct faculty manual
- Access to SharePoint

Lessons Learned

- Get ahead of the hiring curve
- Get access to online tools quickly
- Try to start new adjuncts with a small load

Additional Training

- Optional additional adjunct training through the Murguia Learning Institute
- Department meetings
- Training through district
- Training for all faculty at the start of each semester

Integrating Adjuncts into the Department

- Department shirts
- Holiday pot-lucks
- Nominate for adjunct teaching award
- Opportunity to attend conferences
- Encourage leadership on initiatives
- Shared offices fosters collaboration

Future enhancements

- Encourage more faculty to observe each other
- Plan regular “Lunch and Share” sessions
- Require all faculty to be trained in Canvas (LMS)
- Provide course resources in a Canvas shell

Questions?

Contacts

- Julie Engel

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210-486-0340

- Dehlia Wallis

dstrong2@alamo.edu

210-486-0776