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1. Team Members

**Team Sponsor:** Becky Chadwick, Vice President
Strategy and Information

Debra Pace, Generalist
Human Resources

**Team Leader:** Bryan Johnson, Senior System Administrator
Information Technology Services

**Team Scribe:** Lisa Hastings, Assistant to the Associate Dean
Health Sciences

**Team Members:** Jamie Henne, Manager
Enrollment Services

Elaine Saneske, Instructor
Business and Computer Technology

Steve Sosnoski, Adjunct Faculty
Communications

Hassan Taleb, Adjunct Faculty
Math and Science
2. Background

During Fall 2014, the Employee Development CPI team met to determine the state of on-going employee development (i.e., training) at Henry Ford College.

This team ultimately determined that:

1) There was lack of a centralized authority for employee development with the proper tools to execute and evaluate such training, and
2) There was a need to communicate that employee development opportunities existed on campus.

This team’s recommendations ultimately included:

1) Centralizing employee development through Human Resources through the acquisition of a human resource management system (Cornerstone). This process has begun.
2) Making employee-development opportunities on campus more visible through better communication of such opportunities.

The Employee Training CPI team was originally tasked with evaluating employee training, which the team determined to be too broad a topic, albeit an important and needed one. Therefore, we narrowed our scope to focus on the initial training that all employees should receive when accepting employment at the college with a goal of creating a framework for implementation and evaluation of such training.

We term this as **general function training**, and it includes but is not limited to:

a) Computer functions (logging on to campus computers, using basic computer software, etc.)
b) Operation of copiers
c) Operation of online software programs (HANK, WebAdvisor, GroupWise e-mail, Facilities Maintenance Requests/SchoolDude, Trouble Tickets, etc.)
d) Location and purpose of on-campus offices
e) Completion of payroll items
f) Use of telephones and ID cards.

During the research phase of our project, it became clear that some of the issues that hinder effective new-hire training at the college were originally brought to light two years ago in the Employee Development team’s report. Notably, these include:

1) A perceived lack of central authority in the training process exists, meaning that training is often inconsistent and dependent on what is offered to new hires as training.
2) A lack of communication among Human Resources, departments, and new hires regarding what training is needed to perform basic job functions on campus.
3) A lack of assessment of the effectiveness of such procedures.
3. Project Statement

Employee Training

To improve the employee general function training process as measured by:

1. Employee satisfaction and effectiveness
2. Department satisfaction through assessments
3. Improved accessibility to essential training processes
4. Increased knowledge and skills applicable to employees’ roles and responsibilities as a result of the training outcome
4. Operational Definitions

**General Function Training:**
General Function Training in this report refers to general knowledge about workplace operations at Henry Ford College, included but not limited to computer functions (logging on to campus computers, using basic computer software, etc.), operation of copiers, operation of online software programs (HANK, WebAdvisor, GroupWise e-mail, Facilities Maintenance Requests/SchoolDude, Trouble Tickets, etc.), location and purpose of on-campus offices, completion of payroll items, and use of telephones and ID cards.

**Online Training:**
Training conducted using computer technology and Internet accessibility at home or on campus.

**On-Ground Training:**
Training conducted through face-to-face workshops instructed on-campus and led by a training professional.

**On-Boarding:**
The process of becoming an employee of Henry Ford College, including the completion of forms, background checks, and orientation.

**Employee Orientation:**
The new employee’s initial training and introduction to the college and its policies and procedures.

**Cornerstone:**
A Human Resources and Talent Management Suite that has the ability to encompass the employee hiring process from beginning to end, impact the process of recruiting, onboarding and employee development by way of online training modules and tests.
5. Current State of the Training Process

5.1 Full-Time Instructors

Once a full-time instructor has agreed to instruct at Henry Ford College, the instructor is encouraged to participate in CTEI 101, which is an orientation program comprised currently of five sessions:

- Session 1 is HFC Structure, focusing on the organization of the college and shared leadership, such as the Senate, Standing Committees, and CPI Teams.
- Session 2 is Leadership, focusing on characteristics of leaders, styles of leadership, and leadership related to service at HFC and the classroom.
- Session 3 is Active Learning, focusing on how active learning methodology influences student learning.
- Session 4 is HFC Services, focusing on a walking tour of the campus and exploring academic and administrative offices.
- Session 5 is Technology, focusing on learning management systems and lecture capture.

The Director of Teaching and Learning Services, Adam Cloutier, has stated that he is revising the curriculum with a goal of offering CTEI 101 in Fall 2017. (The last training for full-time instructors occurred in Winter 2016).

5.2 Part-Time Instructors

Training for adjunct instructors, developed by a former director of CTEI and an adjunct instructor, has not been offered since 2012. HFCC 101A – Orientation for New Adjunct Teachers included the following topics:

- Introductions and HFCC Basics (course masters, student services, and WebAdvisor)
- Community college student characteristics and management of classroom dynamics
- Active learning and assessment
- Course planning, syllabi, and academic integrity

The only training program currently going on is the new-hire mentoring program, which trains senior adjunct instructors to be mentors to new adjunct instructors.

When a new part-time instructor is hired, the instructor completes required employment forms and is then directed to the department with the implication that the department will provide training. Ideally, a mentor is assigned to a newly hired part-time instructor provided that a senior adjunct is available and willing to do so.
Questions arise regarding the adjunct mentoring program:

1. Are agendas and guidelines firmly established?
2. What happens if no qualified senior adjunct is available?
3. How is the mentoring program assessed?
4. How is the new adjunct assessed as well?
5. Is training documented? Is so, where is it situated?
6. When does the mentoring program begin?

### 5.3 Other Employees

For some classifications, such as maintenance and administrative support, the college contracts with employment agencies that assess the skill levels of potential employees.

Survey results show that apparently no formal training occurs once employees are hired. However, similar to the adjunct mentoring program, custodial leaders work side by side with new custodial facility associates.

No other evidence of formal training was provided via the survey.

### 5.4 New Hire Handbook

For the 2012-2013 school year, a “New Hire Handbook” was distributed to new employees. This handbook was created by Lynn Borczon, Assistant Director of Human Resources, as a project for completion of a master’s program. This handbook contained many of the topics this team believes should be covered within the first few days of a new hire’s employment.

Information contained in this handbook included the following. (Please note that this list is not all inclusive.)

- **Background Information**
  - HFC Historical Sketch
  - Values and Beliefs
  - Campus Map
- **Student Information**
  - HFC Programs of Study
  - Assisted Learning Services
  - Student Outreach and Support
  - Student Code of Conduct and Due Process Procedures
  - Policy on Academic Dishonesty
- Employee Policies and Procedures
  - EEO Policy
  - Dangerous Weapons Policy
  - Drug-Free Workplace Policy
  - Sexual Harassment Policy
  - Emergency Closing Procedures
  - HFC Alert System
  - HFC Emergency Procedures
- Important Dates
- DVC (ITS Department) Information
  - Novel GroupWise
  - User ID and Password
  - WebAdvisor
- Benefits
- Forms

Unfortunately, because of limitations of staff and funding, this handbook was not reproduced again.

**Concluding Thoughts:**

At the present time, training for all new employees, regardless of classification, is disjointed and not centrally organized.

Please see flowchart of Current Training Process (next page).
Current Training Process Flowchart

Start

New Hire Offer Accepted

HR Process Forms

Div./Dept. Introduction Orientation Assignment

Is there a Mentor Assigned?

Yes

Connect New Hire with Mentor

No

Improvements Implemented and Communicated

Yes

Is Assessment of Mentoring Process for Cont. Improvement held?

Yes

End

No
6. Survey Analysis Results

Our team created a brief survey of five questions distributed to HFC leaders (Vice Presidents, Associate Deans, and Department Directors/Managers):

a) What general function training does your department provide to new employees?
   i. Please describe the general function training that is being offered.

b) Who is responsible for providing the general function training?

c) Is the current new employee general function training process effective?
   i. Please share an example of a method that was effective.

d) What would you like to see done differently to improve the process?

e) What comments, suggestions, or ideas, etc. would you like to offer?

The survey contained specific answers for response combined with open-answer fields for varied responses. A total of 9 individuals out of the 29 who received the survey responded to the survey (31%). Full survey data can be found in Appendix A.

“What general function training does your department provide to new employees?”

Responses:
- Almost one-third of responses noted, “None/No structured training/No idea” (31%), and other responses stated that employees in the department provided general function training (31%).
- Other responses included noting that employees were “procured through Manpower” or other employment services and, therefore, came in with a skill set (11%).
- A number of respondents (22%) noted that having another entity offer fuller, more complete onboard training would be useful. Note: This is a process that Human Resources is currently implementing.

“Who is responsible for employee training?”

- Responses to this question confirmed no central authority for training exists.
- Respondents to this question (88%) noted that either no one was in charge of training or a current staff member is in charge of training.

“Is the current new employee general function training process effective?”

- Respondents were split evenly on the question: 33% responded that they thought training was effective, another 33% felt it wasn’t, and the final 33% were unsure.
- These responses may point to, as one respondent noted, a lack of understanding of the question even though that respondent also noted that there was no formal on-boarding process at the college (Appendix B).
“What would you like to see done differently to improve the process?”

- A majority of respondents (67%) noted that having a centralized system of on-board training for new hires was needed for the college.
- Respondents indicated that more in-depth training was needed implying that new hires are not walking in on their first day of employment with the required skills to succeed.
- Only one respondent (11%) felt that the current system of training is working.

Initial Analysis:

- In our extrapolation of the data, we believe that general function training across the college at this point in time is inconsistently executed and is dependent almost completely on how each independent division or department decides to provide for training.
- Further, such inconsistency leads to frustration at times as new hires are unable to immediately perform at the level needed in a given department due to these missing skills.
- The possibility exists that individual divisions or departments run less efficiently, which, in turn, impedes the efficiency of college operations overall.
- For these reasons, creating a fuller on-boarding process for general function training through Human Resources will ensure employees begin their employment with a more consistent skill set and knowledge about college operations and will alleviate some of the strain of training performed by individual divisions or departments.
- Our survey, while intended to determine what training existed already at the college, came across a potential roadblock: The indication that many respondents were uncertain about who has ownership of training and how training is completed implies, perhaps, a communication breakdown between Human Resources and divisions or departments. For example, one respondent noted that the college should have a “single point of contact” for training; and, another noted that the college will “act as if the college didn’t know that the employee was coming” (Appendix B). These responses point to the insufficiency of new-hire training and to the lack of basic knowledge of the college that new employees may experience.
7. Measurement Outcome Analysis

The ETT researched current and perceived employee general function training practices using various charts and a five-question survey.

The Charts…

- Flowcharts
  - Current Training Process
  - Proposed Training Process
- Relationship Diagram
- Fishbone Diagram
- Force Field Diagram

The charts assisted in providing helpful perspective with flowcharts and the cause-and-effect charts/diagrams. Also, benchmarking was completed with various schools in the area.

The Survey…

- Five-question survey

Our survey of five questions provided valuable feedback on current training and thoughts for future training.

The Charts

The Current Training Process flowchart shows the current process for employees and their mentoring assignment information. However, no employee training exists prior to the employees reporting to their prospective departments. The Proposed Training Process flowchart reveals the steps if proper employee training were to exist and what employee training would look like prior to employees reporting to their departments/divisions.

The Relationship and Fishbone charts offer different causes, effects, and perceived barriers as to why employee training does not exist at the College. The prominent cause of lack of central employee training appears to be ownership/responsibility. (No one person/department owns the process.) The second leading cause is resources: I.T., manual, budget, and time. Participation, quality and effectiveness, and opportunities appear to be the leading effects for the lack of central training.
Driving forces and restraining forces are noted in the Force Field Analysis chart. For instance, consistency of material (driving force) is being forced against by Staff (a restraining force).

Our five-question survey was sent to 29 people (Vice Presidents, Associate Deans, and Department Directors/Managers) n=29, and we received n=9 responses.

**Benchmarking**

Benchmarking revealed that, for the most part, other schools do not have an existing formal employee training process except Grand Rapids Community College and Schoolcraft College.

**Grand Rapids Community College:**
Grand Rapid Community College has an impressive training program. The college provides extensive employee training during its on-boarding process before employees report to their departments. Furthermore, the college also hosts a Mentorship Program that pairs a new hire with another employee whose job responsibilities closely resemble those of the new employee. This intentional pairing is designed to help the new employee be successful throughout his or her first year of employment.

**Schoolcraft College:**
Twice a year, prior to fall and winter semesters, Schoolcraft College’s Human Resources Department conducts a day-long group orientation for new full-time and part-time instructors. Newly hired instructors are required to attend this orientation one time. At this orientation, an employee handbook (a three-ring binder) containing information on work hours, benefits, vacations, holidays, tuition reimbursement, reporting of on-the-job injuries, leaves of absence, requests for time off, FERPA, etc. is provided to the instructors.

This handbook is also provided to all new employees of the college. For the most part, orientation for employees (other than instructors) to the college is done on an individual basis at which time employment paperwork is completed.

All employees must participate in training on topics that have been identified by the college’s Risk Manager such as “Safe Colleges”; much of this training is done online within the first few days of employment. Other online training is available to employees; those training modules such as the handling of chemicals are selected by the employee’s department manager for the employee to review.

General function training (as described by this team) of new employees is provided by departments.
In the relationship diagram, we identified eight possible reasons for a lack of centralized training. The reasons are represented in the outer perimeter circles. Based on our results in the diagram, we have determined the root cause to be a lack of ownership/responsibility of the training.
In our cause and effect diagram, we identified four major causes for the lack of ownership of centralized on-board training (People, Procedures, Materials and Resources). The major causes are then broken down into sub-causes listed in red, blue, and green text.
The Force Field Analysis is a method of listing, discussing, and evaluating the various forces for and against a proposed change (pros and cons). Note that the driving forces on the left require employee training. The driving forces on the right act as restraints.
8. Proposed Process – Flowchart

Start

New Hire Offer Accepted

HR Process Forms

HR Trainer Connect With New Hire

Has the Onboarding Training Completed With Specified Timing?

End

Meet With Mentor For Dept. Specific Training

Has the Mentor Been Assigned?

Yes

New Hire to be Sent to Dept. Head

No

Request Dept. Head for Mentor Assignment

No
9. Implementation Recommendation – Gantt Chart
10. **RACIS Chart**

- **R - Responsible:** The person(s) who is ultimately responsible for delivering the project and/or task successfully.
- **A – Accountable:** The person(s) who has ultimate accountability and approval authority; they review and assure quality and are the person(s) to whom “R” is accountable.
- **C – Consulted:** Those who provide valuable input into product design or establish quality review criteria. Their buy-in is important for successful implementation.
- **I – Informed:** Those who provide input and must be informed of results or actions taken but are not involved in final decision-making.
- **S – Supporting:** The team or person(s) supporting the "real" work with resources, time or other material benefit. They are committed to its completion.
11. Steering Committee Feedback (Recommendation)

Team name and number: Employee Training
Date: April 7, 2017 Sponsor: Vice President Chadwick

<table>
<thead>
<tr>
<th>Ideas for Improvement</th>
<th>Support</th>
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<tr>
<td>1. Centralize the Employee General Function Training Program</td>
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<td>2. Designation of a Trainer</td>
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<tr>
<td>3. Content Development and Approval*</td>
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<tr>
<td>4. Roll Out and Communication</td>
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<tr>
<td>5. Execute</td>
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<tr>
<td>6. Evaluate</td>
<td></td>
</tr>
<tr>
<td>7. Update and/or Modify</td>
<td></td>
</tr>
</tbody>
</table>

* Note: The Employee Training CPI team recommends an evaluation of the Ellucian On-Demand Subscription Library as a potential source of HANK training content. Please see Appendix D.
12. Ideas for Future Teams

- Review of campus wide communication processes
- Investigate peer-mentoring programs
- Investigate providing quarterly employee training seminars covering general interest topics, such as news from HR, safety initiatives, college strategies, and training opportunities
- Evaluation of CPI processes, such as number of teams per semester, team composition, and post-report evaluation
13. Acknowledgments

The Employee Training CPI team would like to extend our sincere gratitude and appreciation to the following individuals for sharing their knowledge and time to our project:

- **Dr. Stanley Jensen**, President
- **Becky Chadwick**, Vice President, Strategy and Information
- **Nikole Ford-Kondraciuk**, CPI Training Team
- **Terrilyn Hagen**, CPI Training Team
- **Reuben Brukley**, CPI Training Team
- **Lynn Borczon**, Assistant Director Human Resources
- **Debra Pace**, Generalist, Human Resources
- **Adam Cloutier**, Director of Teaching and Learning Services
- **IT Services**
- **Dreama Pinkowski**, Strategy and Information
- **Graphics Center Team**
- **Vice Presidents, Associate Deans, and Directors/Managers for participating in our survey**
- **Betsy Cohn**, Communications Division, and former CTEI Director
- **Nicol Dekker**, Grand Rapids Community College, Human Resources
- **Amy Berendt**, Benefits Manager, Human Resources, Schoolcraft College
Appendix A: Employee Training Working – Gantt Chart
Appendix B: Full Survey Results

CPI Team Employee Training
Winter 2017
n = 9

What general function training does your department provide to new employees? Please describe the general function training that is being offered.

- None. Learn as needed.
- No structured training.
- No idea
- We have to provide the system training for new employees (HANK, email, etc.). This is frustrating as we already operate with few staff and to pull staffing away to complete training is a hardship on the department. It would be beneficial if the College had a trainer in the IT department who could do these functions.
- Division orientation
- Department systems: how to operate College systems: HANK (minimal, and specific screens), WebFocus (minimal, and specific screens), Catalog Website (minimal, and specific screens)
- At facilities our operators are available to work with new hires for the purpose of training them on all equipment at all locations as well as the energy management program. This training is only complete when that new hire is comfortable enough to work on their own.
- All of our new employees are procured though Manpower or Entech staffing firms who are in substitute positions. When subs are assigned to our campus further training falls on Custodial Leaders, and permanent Custodial Facilities Associates that work side by side with new subs until they are proficient to work on their own. The sub pool is what we use to fill permanent positions once they become available.
- Strategy and Information Offices (IR, Marketing and Communications) does a great job of training in the operation of WebFocus (software) but not necessarily any other general functions. We do not provide any systematic training but rather it is ad hoc on an as you need it basis.
Who is responsible for providing the general function training?

- No one. New employees consult peers as needed.
- No idea
- Whoever is available at that point in time. Typically it a person who has a position post similar to the new staff member.
- Director and support team
- Staff in most cases. In others, the Director.
- Training is shared with all shifts and all operators
- All of our new employees are procured though Manpower or Entech staffing firms who are in substitute positions. When subs are assigned to our campus further training falls on Custodial Leaders, and permanent Custodial Facilities Associates that work side by side with new subs until they are proficient to work on their own. The sub pool is what we use to fill permanent positions once they become available.
- Various staff.

<p>| 3. Is the current new employee general function training process effective? |
|-----------------------------|--------|--------|-----------------------------|</p>
<table>
<thead>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
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<tr>
<td>Total</td>
<td>9</td>
<td>100.0</td>
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Please share an example of a method that was effective.

- None
- When I worked at another institution, there was a meeting with HR to review policies and procedures. Then there was a meeting/training with a system trainer, located in the IT department. Then there was a formalized department training system.
- Not fully understanding the question. New hires do not receive formal onboarding training at HFC. The division training is adequate, but more needs to be done through a formal training process with HR.
- On-the-job training.
- Plumbing, the process on Sloan valve replacement shared, the process of recalibration of thermostats shared, the process of rebuilding centrifugal pumps shared. All shared information has led to successful completion of work orders on every shift.
- The two most recent hires are prime examples of effectively trained employees.
What would you like to see done differently to improve the process?

- At a previous employer, an University, new staff from across the institution were taken through a bi-weekly orientation where key departments/divisions of the institution offered 1-2 hour presentation on what they did. The orientation took 2-3 months. This included org charts and process documents. For a fairly large organization, this gave an individual a glimpse and appreciation for what other areas did, and assisted in moving questions to the right area.
- Have "general function training" available
- Have general employee training rather than fly-by-the-pants ... only get training when you ask how to do something.
- See above
- HR facilitates all onboarding including training. At the division we simply don't have time to do this type of training.
- Have college-wide specific college system training that isn't boring ... it needs to have a purpose, be something that they engage in and not just sit, listen, and watch.
- I believe the process has been highly successful!
- To eventually hire and maintain our own sub pool, if costs to do so hopefully decrease.
- Yes. I recall when I first started. You aren't oriented to the organization, its structure, governance structures, technology and processes in any formal way. A formal orientation with the basics would be most helpful to all employees.

What comments, suggestions, or ideas, etc. would you like to offer?

- None at this time.
- Our department is different than most with regard to shared information unlike other departments at facilities its critical for every employee to know what everyone else is doing.
- Provide a single point of contact for "general function training". If it is truly college-wide, it would be more efficient to have one area (HR?) responsible for the training. It could take the form of an orientation session and/or an online training video. A printed or electronic document should be available for reference. All departments/areas should have input on compiling and vetting the training materials.
- See above
- Train employees. Don't act as if the college didn't know the employee was coming. When a start date is confirmed, how about having IT ALREADY having computer access available, especially Groupwise and an office telephone number. That would be a great start.
**Center for Teaching Excellence & Innovation (CTEI)**

**New Faculty Orientation CTEI 101**

**Winter 2016 Sessions**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
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<tbody>
<tr>
<td>Session 1: HFC Structure</td>
<td>24-February-16</td>
<td>3-5 pm</td>
<td><strong>E123</strong> (Technology Building, Ghafari room)</td>
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<tr>
<td>Session 2: Leadership</td>
<td>16-March-16</td>
<td>3-5 pm</td>
<td><strong>G150</strong> (Heath Sciences Education, Hackett room)</td>
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<td>Session 3: Active Learning</td>
<td>30-March-16</td>
<td>3-5 pm</td>
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<tr>
<td>Session 4: HFC Services</td>
<td>13-April-16</td>
<td>3-5 pm</td>
<td><strong>B102</strong> (Library, Vogt room)</td>
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<tr>
<td>Session 5: Technology</td>
<td>27-April-16</td>
<td>3-5 pm</td>
<td>To be determined</td>
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</table>
HFCC 101A: Orientation Program for New Adjunct Teachers

Capitalizing on the success of HFCC 101 (the CTEI’s orientation program for new full-time instructors that has been in existence now for several years), during the fall 2008 semester, the CTEI is offering an orientation program designed for adjunct instructors who are new to HFCC (in their first or second semester) and relatively new to teaching. This orientation program will consist of four 1 ½ hour sessions and will require adjuncts to do some pre-assigned reading and writing activities, which will be the focus of discussion at each of the sessions. To ensure full participation and meaningful discussion, the group will be limited to 12 adjunct instructors, ideally from a range of disciplines; if the need and funding exist and scheduling is possible, two sections may be offered in order to involve more than 12 adjuncts.

In addition to benefiting from the sessions themselves, adjuncts who complete the program will receive a $120 stipend, funded by the Secrest professional development donation to the Foundation.

**Agenda:**

This orientation program will seek to cover a range of issues that many new instructors struggle with and that are critical to effective teaching and learning. The tentative breakdown of sessions’ topics is below:

Session 1: Introductions and HFCC Basics—Course Masters, Student Services, and WebAdvisor

Session 2: Community College Student Characteristics and Managing Class Dynamics

Session 3: Active Learning and Assessment

Session 4: Course Planning, Syllabi, and Academic Integrity

The session dates and times will be determined based on the availability of registrants; sessions will likely be every other week.

**Application Procedure:**

1. The associate deans will a) identify up to five adjuncts in their areas who are new to HFCC (here for their first or second semester) and relatively new to teaching and whom they would like to participate in this program and/or b) ask their area lead instructors to do the same.

2. The associate deans and/or the lead instructors will describe the program and distribute a copy of this flyer and registration form to those adjuncts, who will complete the form if interested and return it to CTEI Director Betsy Cohn by September 12, 2008.
3. The associate deans and lead instructors will also send Betsy a list of the adjuncts they have invited to apply and their rankings of which of those adjuncts they think would most benefit from participating (with 1 indicating the strongest preference) by September 12, 2008.

4. Based on scheduling compatibility and on the goal of having adjunct participation from many areas of the College, Betsy will create the section(s) and notify those who will be participating of the dates and times of the sessions.
Registration Form for HFCC 101A, Fall 2008:

Adjunct instructors who have been invited by their associate deans or area lead instructors to participate in HFCC 101A and who are interested should complete the form below and return it to Betsy Cohn in the English Division by **September 12, 2008**.

Name:________________________________ Phone:_______________________________

Department:___________________________ E-mail:________________________________

How many semesters have you taught at HFCC? __________________________ Referral to HFCC 101A by (name of associate dean or lead instructor): __________________________

Write in the specific time periods (at least 1 ½ hours) you’d be available for HFCC 101A. For clarity, please write specific times (e.g., 12-2) instead of using an “X.”

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td><strong>AM (between 8 and 12)</strong></td>
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<td><strong>PM (between 12 and 6)</strong></td>
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</table>

Thank you!

H:\wpdata\CTEI Fall 2008\AdjOrientationFlyer.doc
Appendix D: Ellucian On-Demand Subscription Library

When Colleague (locally branded as HANK) was implemented in 2002 a wide variety of training opportunities were available to employees. Since that time the number of formal training opportunities for HANK has decreased. New employees or employees entering new roles are provided with screen prints or procedure manuals, but minimal hands-on training. At this time there is not any comprehensive HANK training opportunities for employees.

The Ellucian On-Demand Subscription Library provides training videos in all areas of the Colleague product that would allow employees to quickly gain the skills required to perform a particular function within HANK. These videos could be integrated directly into the Cornerstone Talent Management module, when implemented, as part of an employee’s on-boarding procedure. Adopting this model of training could prove more cost effective than sending individual employees to specific training events.

The cost of the library subscription is as follows:

- 1-year college wide subscription = $28,470
- 3-year college wide subscription = $21,353/per year
- 5-year college wide subscription = $18,980/per year

Please see the following page for examples of some of the curriculum on offer.
Colleague
- Colleague Accounts Receivable
- Colleague Advancement
- Colleague Communications Management
- Colleague CORE
- Colleague ELF
- Colleague Finance
- Colleague Financial Aid
- Colleague Human Resources
- Colleague Navigation
- Colleague Reporting
- Colleague Reporting and Operating Analytics
- Colleague Rules
- Colleague Student
- Colleague Studio
- Colleague System Administration
- Colleague WebAdvisor
- Colleague Workflow Management System

Colleague Student
- Academic Records (Colleague Student)
- Admissions (Colleague Student)
- Advising File Structures (Colleague Student)
- Student Basics (Colleague Student)
- Block Registration (Colleague Student)
- Campus Organizations (Colleague Student)
- Communication Code and Document Hooks (Colleague Student)
- Course Waitlisting (Colleague Student)
- Curriculum Management (Colleague Student)
- Degree Audit (Colleague Student)
- Faculty Information (Colleague Student)
- ILP Basics (Colleague Student)
- Recruitment (Colleague Student)
- Registration (Colleague Student)
- Registration and Records File Structures (Colleague Student)
- Retention Alert (Colleague Student)
- Rules (Colleague Student)