Just in Time: Training that Works for FYE Instructors

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Ferris State University
Retention & Student Success

About Us

Brooke Moore
Todd Stanislav

About You

About the University

- 14,000 students
- Big Rapids, MI
- 190 degree programs
- Founded 1898

About the FSUS Program

- Required 1 Credit Class (2002)
  - In Fall 2017
  - 88 sections
  - 61 instructors

Prior to 2015

Status of Training

- Offered 1-2 times a year
- Limited opportunities
- Needed to gain support
Feedback From You

Instructor survey:
• If yes: What did you learn?
• If no: What would you hope to learn?

Survey
• Interests
• Training needs
• Types of questions
• Timing

For the following course objectives, please rate how comfortable you are teaching each topic:

Campus resources
Learning strategies
Wellness
Time management
Diversity
Academic advising
Academic integrity
Financial awareness
University’s mission and core values

Training Design

• Connected to objectives
• Mirror the students’ experience
• Active learning
• Classroom materials
**Marketing**

- **Flyers** - themes
- **Outlook invitations**
- **50 Minutes @ 11 AM**
- **Professional Development Incentive**
- **Viewable video**
- **Academic calendar**
Reflections

How might you use the content?

The handout provided is especially helpful to use to interrupt microaggressions in the classroom.

I will stress the importance of sleep for learning and memory during the time management session.

Great tools to use to talk with students during this session of class.

An excellent list of example assignments I will use.

Additional Comments

Thank you for sharing. I love seeing what other instructors are doing.

Very helpful. I definitely learned lots of new things that will help me as an FSUS 100 instructor and advisor.

Very important information with a lot of depth – too much for 50 minutes.

Results

<table>
<thead>
<tr>
<th>Year</th>
<th>Training Hours*</th>
<th>PDIs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2015-16</td>
<td>81</td>
<td>0</td>
</tr>
<tr>
<td>2016-17</td>
<td>153 (98)</td>
<td>3</td>
</tr>
<tr>
<td>2017-18 (to date)</td>
<td>93</td>
<td>TBD</td>
</tr>
</tbody>
</table>

*1 hour = 1 participant engaging in 1 hour of training

Survey Results

“Materials Were Useful”

<table>
<thead>
<tr>
<th>Year</th>
<th>% Satisfied*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>97% (100%)</td>
</tr>
<tr>
<td>2016</td>
<td>86% (99%)</td>
</tr>
<tr>
<td>2017</td>
<td>In progress</td>
</tr>
</tbody>
</table>

* Percentage in yellow represents all respondents minus those who indicated “not applicable” or didn’t respond

Thoughts & Questions

What part of this training could work for your institution?

Thoughts & Questions

What part of this training could work for your institution?

What instructor training topics or formats have been effective for you?
Thank you!

Please remember to submit your evaluation on Guidebook!

https://guidebook.com/g/fye18/

#FYE18

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Todd Stanislav
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1. We are looking into the possibility of creating a book discussion group for FSUS instructors and Advisory Committee members during the Spring semester. Below are some of the book titles we are considering. Please check which book you are most interested in or add your own title below.

☐ Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do
☐ Make It Stick: The Science of Successful Learning
☐ I am not interested in a book discussion
☐ Other Click here to enter text.

2. When teaching the financial objective for FSUS, how would you describe your instruction of this topic?

☐ I had a financial speaker come to my class
☐ I had them attend Get Real and then discussed in class
☐ I used resources from FSUS and instructed it myself
☐ I created something new and instructed it myself
☐ I did the Get Real activity in class
☐ We didn’t get to it
☐ Other Click or tap here to enter text.

3. Of the following course objectives, please rate how comfortable you are in teaching each topic:

<table>
<thead>
<tr>
<th>1 Very Uncomfortable</th>
<th>2 Uncomfortable</th>
<th>3 Neither Uncomfortable nor Comfortable</th>
<th>4 Comfortable</th>
<th>5 Very Comfortable</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Campus resources and technology Choose an item.</td>
<td>e. Diversity and inclusion Choose an item.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Learning strategies Choose an item.</td>
<td>f. Academic advisor/advisee relationships and course registration Choose an item.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Wellness issues, health, and safety Choose an item.</td>
<td>g. Financial awareness Choose an item.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Time management, and goal setting strategies Choose an item.</td>
<td>h. University’s mission, core values, and historical development Choose an item.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. Of the speakers that you invited to speak to your class, which session were you and your class most satisfied with?

5. We have over sixty sections of FSUS that are using the FSUS Blackboard shell in their class. If you are not, can you please tell us why? (If you are using Blackboard, please check the first box.)

☐ I am using the FSUS Blackboard shell
☐ I don’t have enough time to get Blackboard set up
☐ I don’t understand how to use Blackboard (need assistance)
☐ The copy course procedure is confusing to me
☐ I don’t like to use Blackboard
☐ I have my own Blackboard course I am happy with
☐ I didn’t know how to get access to Blackboard
☐ I didn’t know a Blackboard shell existed
☐ Other

6. To communicate with instructors, a weekly INFOMAIL is sent out during the Fall semester. Please check all that apply.

☐ Once a week is an appropriate amount of communication
☐ Once a week is not enough
☐ Once a week is too much
☐ I find the updates to be helpful
☐ I generally already know the information that is sent
☐ Other
<table>
<thead>
<tr>
<th>TITLE</th>
<th>PRESENTER</th>
<th>POSTED</th>
<th>VIEWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Shooter</td>
<td>Bruce Borkovich</td>
<td>Oct 11, 2016</td>
<td>53</td>
</tr>
<tr>
<td>Advising with MyDegree: Planner</td>
<td>Amy Buse</td>
<td>Feb 26, 2016</td>
<td>66</td>
</tr>
<tr>
<td>Advising with MyDegree: Worksheet</td>
<td>Amy Buse</td>
<td>Nov 4, 2016</td>
<td>26</td>
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<tr>
<td>Blackboard Shell Orientation</td>
<td>Mary Holmes and Brooke Moore</td>
<td>Feb 17, 2015</td>
<td>63</td>
</tr>
<tr>
<td>Blackboard Training – Adapting the Course Shell</td>
<td>Jackie Hughes</td>
<td>Apr 13, 2015</td>
<td>22</td>
</tr>
<tr>
<td>Center for Leadership &amp; Career Services Resources</td>
<td>Angie Roman</td>
<td>Oct 6, 2017</td>
<td>5</td>
</tr>
<tr>
<td>Conflict Resolution &amp; Student Conduct Diversity</td>
<td>Julie Rowan</td>
<td>Mar 11, 2016</td>
<td>16</td>
</tr>
<tr>
<td>Financial Awareness</td>
<td>Melanie Mulder</td>
<td>Dec 8, 2015</td>
<td>31</td>
</tr>
<tr>
<td>Get Real! Financial Awareness Class Demo</td>
<td>Nick Campau</td>
<td>Dec 8, 2015</td>
<td>42</td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Jody Maloney</td>
<td>Apr 13, 2015</td>
<td>112</td>
</tr>
<tr>
<td>Learn the Secret Handshake</td>
<td>Michele Albright and Katie Nimtz</td>
<td>Feb 9, 2017</td>
<td>14</td>
</tr>
<tr>
<td>Make It Stick</td>
<td>Brooke Moore</td>
<td>Sep 1, 2016</td>
<td>33</td>
</tr>
<tr>
<td>Microaggressions 101: An Introduction to Recognize &amp; Interrupt</td>
<td>Kaylee Moreno</td>
<td>Oct 13, 2017</td>
<td>5</td>
</tr>
<tr>
<td>Microaggressions: Taking the Hurt Out of the Classroom</td>
<td>Kemi Fadayomi and Todd Stanislav</td>
<td>Oct 2, 2017</td>
<td>12</td>
</tr>
<tr>
<td>PILOT Library Tutorial</td>
<td>Kristy Motz and Mari Kermit-Canfield</td>
<td>Apr 20, 2016</td>
<td>16</td>
</tr>
<tr>
<td>Responsible Employee Presentation</td>
<td>Kevin Carmody</td>
<td>Sep 14, 2016</td>
<td>42</td>
</tr>
<tr>
<td>Staying Healthy In College</td>
<td>Elisa Cotter and Candace Price</td>
<td>Sep 1, 2016</td>
<td>16</td>
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<tr>
<td>Study &amp; Test Taking Skills</td>
<td>Julie Alexander</td>
<td>Dec 8, 2015</td>
<td>146</td>
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<tr>
<td>Study Strategies</td>
<td>Brooke Moore and Dave Schrock</td>
<td>Apr 21, 2016</td>
<td>66</td>
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<tr>
<td>Teaching Diversity in FSUS: An Activity That Works</td>
<td>Angie Roman</td>
<td>Oct 27, 2017</td>
<td>10</td>
</tr>
<tr>
<td>Time Management</td>
<td>Susan McNamara</td>
<td>Feb 16, 2015</td>
<td>123</td>
</tr>
<tr>
<td>Wellness Habits to Live By</td>
<td>Chris Westerkamp</td>
<td>Sep 13, 2017</td>
<td>13</td>
</tr>
<tr>
<td>Wellness Jeopardy</td>
<td>Kim Ducat</td>
<td>Dec 8, 2015</td>
<td>48</td>
</tr>
<tr>
<td>Wellness &amp; Managing Stress</td>
<td>Jody Maloney</td>
<td>Apr 19, 2016</td>
<td>64</td>
</tr>
</tbody>
</table>

The videos are from professional development sessions for FSUS instructors that were offered between 2015 and 2017. They are available here: [https://ferris.edu/HTMLS/colleges/university/fsus/training/index.htm](https://ferris.edu/HTMLS/colleges/university/fsus/training/index.htm).
Name: ____________________________

1. Describe how you might use the content presented in your FSU Seminar class and/or for your personal knowledge as an instructor. Please be specific.

2. What information was most helpful to you?

3. What adaptations might you make?

4. What other resources might you still need?

5. What remaining questions do you have?
This workshop was designed to provide instructors with an activity to use in their FSUS class and process for debriefing. Please tell us how you would rate the following:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Not at all satisfied</th>
<th>Somewhat unsatisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session was relevant to my interest(s)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Length of the session was sufficient</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Content was well organized</td>
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<tr>
<td>Participation was encouraged</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Materials were, or will be, useful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall quality of the session</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For any of the items above that you rated less than "satisfied", please comment:

Additional comments: