



Welcome and Agenda
9:00am – 9:15am (Vaz)

9:00a Welcome and agenda overview (Vaz)
 9:15a Next Generation Learners (Elaine Tourossain, intro by Peg Pierce)
10:15a Break
 10:30a “Hedgehog Concept” wrap-up (Vaz)
 11:00a Discussion on Faculty Development (McCord and group)
11:45a Lunch
 12:15p Update/Discussion on Art & Science Project (Vaz and Kujawa)
 1:00p Update/Discussion on College strategic plans (Vaz-McCord and group)
1:30p Break
 1:45p Update/Discussion KEEN action plan (Vaz)
 2:15p 2011-2012 Preview (Vaz and McCord)
 2:30p Issues, challenges, and follow-up (McCord and group)
3:00p Adjourn

2



Next Generation Learners 9:15am – 10:15am (Torossian)

- Elaine Torossian
 - North American Training Manager
 - Harman International
 - Farmington Hills, MI
- Introduction by Peg Pierce, Director of Career Services

3

Engaging the Incoming Generation of Students

1

Presented by:
Elaine K. Torossian, M.S.
Elaine.Torossian@Harman.com



Elaine K. Torossian

7/11/2011

Learning Objectives

4

Participants will be able to:

1. Identify characteristics of the next generation of students
2. Recognize learning preferences of Gen Y / Millennial students.
3. Identify educational strategies to engage Gen Y students.

Elaine K. Torossian

7/11/2011

Diversity in Higher Education

5

- Socio-economic
- Cultural
- Language
- Abilities
- Learning Styles
- **Generational**







Elaine K. Torossian

7/11/2011

Generations in Higher Learning

6



 Matures or Silent's <i>Greatest Generation</i> Born 1920 – 1945 Retired / retiring	 Baby Boomers <i>Victory Children</i> Born 1946 - 1964 Beginning to retire
 Gen X <i>Thirteeners</i> Born 1965- 1980 Faculty and Students	 Gen Y <i>Millennials</i> Born 1981 - 2000 Here / Incoming



Elaine K. Torossian 7/11/2011


The Era of Those Born 1992 - 2000

7

- 911, Katrina, O.B.L.
- Columbine, Virginia Tech
- First black President
- Sex scandals
- Economy
- Reality TV, American Idol
- Google, Facebook
- Smart phones, notebooks & readers
- Super structured by adults
- Helicopter PLUS parents
- N.K.L.B. & education system failures
- Learner centered education



Elaine K. Torossian 7/11/2011

The Millennial Student

9

1. Feel “special”

- High parental involvement
- Strong relationships with teachers
- Feel entitled (no kid left behind, etc.)



2. Sheltered

- Safety a high priority
- Expect rules, regulations and enforcement

3. Team Oriented

- Less comfortable working independently
- Prefer collaborative group projects



-Howe and Strauss

Elaine K. Torossian

7/11/2011

Millennial Student (continued)

10

4. Confident and Optimistic

- Used to multitasking with technology
- Big dreams and expectations
- Unclear path to success



5. Pressured

- Feel pressure to constantly perform
- Grew up with excessive structure and competition
- Yearn for constant feedback

-Howe and Strauss

Elaine K. Torossian

7/11/2011

Millennial Student (continued)

11

6. Strong desire to achieve

- Being special engenders expectations of greatness
- Grew up achieving many awards

7. Conventional

- Respect cultural differences (exposed)
- Tend to be “peacekeepers”
- Social and environmental consciousness



-Howe and Strauss

Elaine K. Torossian

7/11/2011

Collaborative Learning

Moira Murphey, PH.D., Cecelia Valdez, MBA

12

- Requires rapport
 - Mutual attentiveness
 - Positive, friendly and caring
 - Coordination (predictability, stability)
- Student /learner centered
- Active participation of both student and teacher
- Research suggests it improves student achievement & learning effectiveness



Elaine K. Torossian

7/11/2011

The Learning Relationship

13

- **Educators' roles**
 - Initiate rapport building
 - Customize learning to fit learner needs
 - Be approachable, encourage open communication

- **Students' roles**
 - Participate in the relationship
 - Participate in learning: ask, verify, confirm
 - Be responsible, communicate



Elaine K. Torossian

7/11/2011

Gen X

15

Preferences

- Self-reliant, don't like group work outside class
- Frequent feedback, can be electronic
- "To the point" type information – can be impatient
- Technology oriented
- Informal environment

Instructional Tips

- Use technology, make it interesting
- Short, stimulating lectures (pop culture)
- Be concise, use bullet points
- Use graphics, make it visually appealing
- Provide deadlines, tell them "why"

Elaine K. Torossian

7/11/2011

Gen Y/ Millennial Strategies

Monaco, Martin: "The Millennial Student, A New Generation of Learners," 2007

16

Preferences

- High Structure
- Frequent, "quality contact" with faculty
- Team / collaborative learning in small groups
- Active learning; teacher as facilitator
- Multi-tasking
- Electronic communication and learning tools
- Goal focused
- Learn from trial and error
- Study guides for tests

Instructional Tips

- Up to date technology and communication platforms
- Nurturing environment
- Varied, multi-stepped activities
- Allow for creativity
- Mentors and activities to develop independent thinking
- Robust orientation & learner centered syllabus: clear expectations, consequences, and options
- Timely feedback; positive constructive voice

Elaine K. Torossian

7/11/2011

Gen Learning Resources

17

- Books / Authors
 - Claire Rains, Bruce Tulgan, Hank Karp et al
- Websites
 - www.generationsatwork.com
 - www.rainmakerthinking.com

Elaine K. Torossian

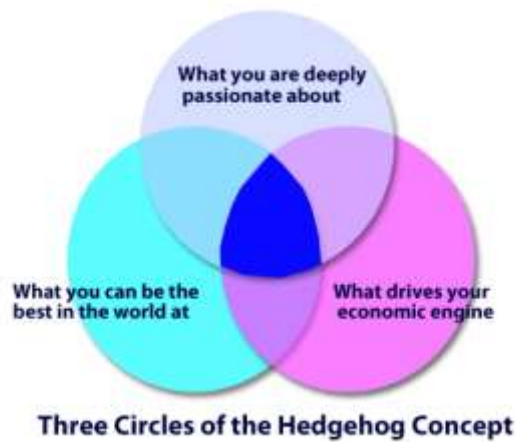
7/11/2011

Break
10:15am – 10:30am



17

“Hedgehog Concept” Wrap-Up
10:30am – 11:00am (Vaz)



Discussion

18



Faculty Development 11:00am – 11:45am (McCord)

- Documentation on Provost's Office Web site
 - Faculty Responsibilities
 - Evidence of Scholarly Achievement
 - Faculty Workload planning
 - Tenure and Promotion
 - Mentorship program (with Faculty Senate)

19



Faculty Development 11:00am – 11:45am (McCord)

- Annual performance planning and evaluation
 - Use two-year planning window
 - Annual Plan is mutually developed, uses measurable goals, is developmental, and placed on file
 - Department, College, and University criteria
 - Annual self-evaluation based on annual plan
 - One-on-one review with results placed on file
 - Annual plans and reviews become part of Tenure & Promotion Portfolio

Discussion

20



Faculty Development 11:00am – 11:45am (McCord)

- Student Teaching, Advising, and Support
 - Assigned courses, advising, and mentoring
 - Curriculum, instruction, and technology development
 - Outcomes assessment
- Research, Scholarship, and Creativity
 - Maintaining knowledge in the discipline
 - Expected projects and disseminating results
 - Seeking and administering funded research projects
- Service Activities
 - Committee leadership and service
 - Fund-raising and outreach responsibilities
 - Community service related to academic programs
 - Professional service

Discussion

21



Faculty Development 11:00am – 11:45am (McCord)

- Annual faculty workload **BASELINE**
 - 80% teaching (**24 UG or 18 GR credit hours**)
 - 10% scholarship (relative effort)
 - 10% service (relative effort)
- Annual faculty workload **RANGES**
 - 40-80% teaching (**12-24 UG or 9-18 GR credit hours**)
 - 10-50% scholarship (relative effort)
 - 10-40% service (relative effort)
- All components must add up to 100%

Discussion

22

Lawrence
Tech

Faculty Development 11:00am – 11:45am (McCord)

- Examples
 - Teaching focus
 - **80% teaching**, 10% scholarship, 10% service
 - Service focus
 - 50% teaching, 10% scholarship, **40% service**
 - Scholarship focus
 - 40% teaching, **50% scholarship**, 10% service
 - Mixed models
 - 60% teaching, 20% scholarship, 20% service

Discussion

23

Lawrence
Tech

Faculty Development 11:00am – 11:45am (McCord)

- Documenting release time and additional compensation activities
 - Document administrative/service activities
 - Document deliverables, expectations, and evaluation process
 - Evaluate release time activities as part of annual performance evaluation
 - Refer to College additional compensation practices (handout)

Discussion

24



Faculty Development 11:00am – 11:45am (McCord)

- Research support and development
 - Refer to Scholarly Achievement document
 - Research Seed Grant program
 - Refer to grant compensation document
 - Release time from teaching duties
 - Additional compensation up to 20%
 - Summer salary for up to 3 months
 - Combination of these practices
 - Plan and monitor ongoing progress

Discussion

25



Lunch 11:45am – 12:15pm



26



Art & Science Project

12:15pm – 1:00pm (Vaz-Kujawa)

- Focus on the undergraduate experience
 - Bold academic initiatives
 - Technologically focused
 - Experienced by all students
 - Movement toward a residential campus (toward 80%)
- Getting prospective students' attention
 - Perceived and real academic quality
 - “High tech and beyond” programs
 - Engineering and Architecture as core

Discussion

27



Art & Science Project

12:15pm – 1:00pm (Vaz-Kujawa)

- Leadership in a cutting-edge tech environment
 - Technology “touching” traditional disciplines
 - Non-tech fields help prepare students
 - Tech-focused delivery (CTL and eLearning)
 - Tech-oriented student life activities
 - High quality student advising

Discussion

28



College Strategic Planning 1:00pm – 1:30pm (Vaz-McCord)

- Update on University Strategic Plan
- College Strategic Plans
 - Update from Architecture & Design
 - Update from Arts & Sciences
 - Update from Engineering
 - Update from Management

Discussion

29



Break 1:30pm – 1:45pm



30



KEEN Update

1:45pm – 2:15pm (Vaz)

Action Plan 2010-2011

1. Industry Sponsored Projects
2. Leadership Workshop – January 17, 2011
3. KEEN Regional Practices Symposium (postponed)
4. Marketing Plan to make students aware of KEEN
5. Workshop for Chairs on ecosystem for innovation



31



KEEN Update

1:45pm – 2:15pm (Vaz)

Action Plan 2010-2011

6. Task Force of faculty for recommendations on unmet needs, opportunity recognition, and how to ask the right questions
7. Investigate interdisciplinary projects for sophomores
8. Invite nationally recognized speaker for Dr. Walker's Welcome Seminar
9. Faculty participation in St. Clara's Robotics Regional Meeting



32



2011-2012 Preview

2:15pm – 2:30pm (Vaz-McCord)

2010-2011 Achievements

- Accreditation – HLC and ABET complete
- Doctoral programs – DE, Ph.D.
- Online Advising Handbook
- Faculty Handbook (with Faculty Senate)
- Tenure & Promotion, Workload, and Mentoring procedures
- APPR – round one completed, round two scheduled
- University and College strategic planning
- Recruitment and Enrollment initiatives
- Other achievements?

33



2011-2012 Preview

2:15pm – 2:30pm (Vaz-McCord)

2011-2012 Initiatives

- Implement Art & Science recommendations
- Implement College strategic plans
- Implementing new UG and GR educational goals
- APPR “Round 2” in Fall 2011
 - Summer data, fall report, spring review meeting
- Faculty training in Blackboard and new delivery methods
- Revised academic honor code
- Graduate program assessment plans
- Entrepreneurial mindset extension
- Academic advising best practices
- Social media task force

Discussion

34



Issues, Challenges, Follow-up 2:30pm-Adjourn (McCord)

- International hiring (Finn memo)
- Decision-making – consensus vs. direction
- Communication – supervisors, subordinates, internal, external, good/bad news, conflict
- Addressing personal strengths and weaknesses
- Managing multiple priorities and meetings
- Compensation, retirement, health care
- Collaboration across colleges for collaborative academic programs
- E-mail etiquette

Discussion

35



Thanks for Participating!

36