Making It Happen: Partnering Academics and Student Services
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Kendall Campus • March 8, 2013

8:00 - 8:30 am  Breakfast, Gymnasium

8:30 - 9:15 am  Welcome, Gymnasium
- Dr. Eduardo J. Padrón, College President
- Dr. Mark Richard, President, UFMDC
- Dr. Lenore Rodicio, Vice Provost for Student Achievement

9:30 - 10:15 am  Session A: Opening Sessions
- Theme 1: Supporting Students In and Out of the Classroom (Room 6120)
- Theme 2: Teaching & Learning (Gymnasium)
- Theme 3: Engaging Students in the Classroom and Beyond (Gymnasium)
- Theme 4: Leading the Way (Room R-402)

10:30 - 12:15 pm  Session B: Morning Workshops
Please refer to your printed schedule.

12:30 - 1:30 pm  Lunch
See reverse side for lunch information.

1:45 - 3:30 pm  Session C: Afternoon Workshops
Please refer to your printed schedule.

3:45 - 4:30 pm  Session D: Learning Theme Conclusions
Please return to the same theme you selected for Session A.
- Theme 1: Supporting Students In and Out of the Classroom (Room 6120)
- Theme 2: Teaching & Learning (Gymnasium)
- Theme 3: Engaging Students in the Classroom and Beyond (Gymnasium)
- Theme 4: Leading the Way (Room G-303)
Lunch Information

- Lunch will be distributed from two locations: Breezeway Outside Main Entrance Of The Gym and Kendall Campus Cafeteria

- **Location #1: Breezeway Outside Main Entrance Of The Gym**
  - Faculty attending the Lunch Meeting for United Faculty of Miami Dade College (UFMDC) will pick up lunch outside of Gym and proceed into the meeting, held in the Gym.

- **Location #2: Kendall Campus Cafeteria**
  - All other participants will pick up their lunch in the cafeteria. Seating is available both in the cafeteria and outside at various locations.

- **In case of rain, lunch will be distributed from the same two locations.** Participants are encouraged to stay within the shelter of the Cafeteria and Building 8 or will be directed to other areas as needed.

- Your lunch and drink tickets will be collected at the food and drink stations.

- **Musical Performance:** The MDC Kendall Campus Studio Jazz Combo will be performing during lunch at the Fred Shaw Plaza.
Session A: Opening Sessions

Theme 1: Supporting Students In and Out of the Classroom
Opening Session Leaders: Ned Scott Laff and Sonya Joseph (Location: Room 6120)
Moderator: Nelson Magana

Research indicates that early and ongoing support increases student achievement, retention and completion. Historically, most students have not been assigned an advisor, coach or mentor, or received ongoing support and guidance about how to navigate successfully academic pathways and the overall college experience. One of the key goals of SAI is to provide students with opportunities to develop trusting and collaborative relationships with Student Services and academic advisors, coaches or mentors who support them in achieving their educational and career goals.

Theme 2: Teaching and Learning
Opening Session Leader: Sean J. Glassberg (Location: Gymnasium)
Moderator: Sarah Garman

Good teaching is judged by the quality of the learning that results. This key insight from John Dewey is as valid today as when he first wrote it in the 1930s. We know that teaching is both an art and a science that requires us to use all of the resources and tools available to support student learning. This session is designed primarily for academic professionals. It focuses on increasing the impact we have on students through greater use of techniques that are informed by research on who our students are and how they learn.

Theme 3: Engaging Students in the Classroom and Beyond
Opening Session Leader: James May (Location: Gymnasium)
Moderator: Sarah Garman

Engaging students early in their academic careers produces positive results. Research findings show the more actively engaged students are with faculty, staff, other students, and with the subject matter they are studying—the more likely they are to learn, persist and achieve at high levels. This session is designed for professionals in Student Services, Academics and Administration. It focuses on developing effective strategies to connect with our students, and to engage them more actively in their learning within the MDC community.

Theme 4: Leading the Way
Opening Session Leaders: Lisa Gunther and Chester A. Schriesheim (Location: Room R-402)
Moderator: Malou Harrison

Transformative change is messy, full of surprises and takes a lot of time. Even with a clear vision of the end game, leading complex organizations through transformative change is hard. Creating urgency and passion for change, building organizational capacity at all levels and sustaining momentum are key. This session is designed for professionals in Student Services, Academics and Administration. It focuses on identifying the characteristics and developing the personal and organizational strategies that define successful leaders.
Sessions B and C - Theme 1 Workshops:
Supporting Students In and Out of the Classroom

1.1 Supporting Students in Career Exploration
Intended Audience: Academic and Student Services Professionals
Facilitators: Jose Rodriguez and Bienela Herrera (Session B, Room 2133)
Bruce Smitley and David Matos (Session C, Room 2133)
This workshop will provide guidelines for effective career exploration with students. Participants will use tools such as assessments from Choices Planner to practice techniques for substantive discussions with students that help them understand assessment results and career options.

1.2 Supporting Students in Transition to Baccalaureate Programs
Intended Audience: Academic and Student Services Professionals
Facilitators: Sonya Joseph and Sandra Martinez (Session B, Room R-348)
Sonya Joseph and Jennifer Bravo (Session C, Room R-348)
What are the key elements of a successful transfer from an associate degree program to a baccalaureate degree program at MDC or another college or university? Participants will learn about the latest research on community college transfer students and the factors that enable their success. Participants will also explore strategies to effectively guide students toward smoother transitions.

1.3 Supporting Students with Collaborative Coaching and Mentoring, Featuring Montgomery College, Maryland
Intended Audience: Academic and Student Services Professionals
Facilitator: Cory Newman (Sessions B and C, Room R-255)
Montgomery College has developed and implemented a coaching and mentoring model for student advising that is based on a partnership between faculty and academic staff with student services professionals. Participants will discuss how to adapt appropriate parts of this approach to MDC and practice coaching skills using student scenarios.
1.4 Supporting Students with Collaborative Coaching and Mentoring, Featuring South Texas College

Intended Audience: Academic and Student Services Professionals
Facilitators: Paul Hernandez, Jr. and Arturo Montiel (Sessions B and C, Room R-254)

South Texas College has developed and implemented a coaching and mentoring model for student advising that is based on a partnership between faculty and academic staff with student services professionals. Participants will discuss how to adapt appropriate parts of this approach to MDC and practice coaching skills using student scenarios.

1.5 Supporting Students with Effective Caseload Management

Intended Audience: Student Services Professionals
Facilitators: Miguel Murphy (Session B, Room R-257)
Sonia Delgado (Session C, Room R-257)

All new First Time in College Direct Entry students now have assigned advisors who will support them as they progress at MDC. Each advisor has a caseload of students they are accountable for communicating with and supporting. Participants will identify the challenges this new model poses, share solutions that have been developed across the college and contribute to the construction of guidelines and practices for effective caseload management.

1.6 Supporting Students with Problem-Based Approaches to Academic Advising

Intended Audience: Academic and Student Services Professionals
Facilitator: Ned S. Laff (Sessions B and C, Room 6120)

Designed for both student services and academics, this workshop will explore ways to turn coaching and advising interactions with students into opportunities for “problem-based learning.” Participants will discuss practical skills for academic coaching and mentoring, and will practice applying them to student scenarios.

1.7a/ 1.7b Supporting the Development of Student Strengths

Intended Audience: Academic and Student Services Professionals
1.7a Facilitators: Dominic Brucato and Juan Abascal (Sessions B and C, Room R-349)
1.7b Facilitators: Lois Willoughby and Jose Guntin (Session B, Room R-350)
Deborah Powell and Kim Coffman (Session C, Room R-350)

Many students know in detail what they lack, but few are able to identify their strengths. Participants will learn how to help students identify and develop their strengths using the insights and tools derived from the Positive Psychology research.
Sessions B and C - Theme 2 Workshops: Teaching and Learning

2.1 Brain-Based Teaching Methods for Deep Learning
Intended Audience: Academic Professionals
Facilitators: Oneyda Paneque (Session B, Room 2114)
Aile Montoya (Session C, Room 2114)
This session focuses on ways to implement brain-based research throughout instruction. Participants will practice the use of brain-based techniques to make instruction meaningful, and will be equipped with a variety of teaching approaches and techniques that can be adapted to their classrooms.

2.2 Building Student Communication Skills * Possible QEP Topic
Intended Audience: Academic Professionals
Facilitator: Chris Anson (Sessions B and C, Room 9204)
Communication across disciplines focuses on innovative strategies to extend students’ experiences with real world reading and writing. Participants will construct and critique reading, oral and listening approaches they have not previously practiced in the classroom.

2.3 Gathering Evidence for Student Success
Intended Audience: Academic Professionals
Facilitator: Barbara Rodriguez (Sessions B and C, Room 9220)
Gathering evidence about student learning and mastery of skills helps focus our efforts on student success. Participants will explore how to effectively gather evidence for student success in their respective disciplines and engage in a data gathering activity that supports their ability to use results to make curricular and/or instructional changes.

2.4 Modularized Instruction
Intended Audience: Academic Professionals
Facilitator: Lisa Armour (Sessions B and C, Room 9215)
Modularized instruction explores considerations for skill-gap-based specific learning experiences and assessments achieved within their own timetable. Participants will prepare modularized objectives and lessons that sequentially guide students through course content, with considerations for assessments and timelines for completion.
2.5 Motivational Strategies
Intended Audience: Academic Professionals
Facilitators: Miriam Abety (Session B, Room 2111)
Jose Guntin (Session C, Room 2111)
Motivational strategies focus on tapping students’ internal motivation as an enduring and self-directed strategy to enhance achievement and success. Participants will explore the value of internal motivation and identify strategies that can help students motivate themselves to put in the quality of effort that higher learning requires.

2.6 Non-Stem Student: New Math Path
Intended Audience: Academic Professionals
Facilitators: Luis Beltran, Jaime Bestard and Lourdes Espana (Session B, Room 9218)
Workshop will inform professors and engage them in review of competencies and development of new competencies for math courses appropriate for non-STEM majors. Participants will also be introduced to instructional strategies to help students master these competencies. Hands-on practice of these activities and brainstorming of new activities will conclude the session.

2.7 Principles of Backward Design
Intended Audience: Academic Professionals
Facilitator: Barika Barboza (Sessions B and C, Room 9120)
This workshop focuses on the concept of “backward design” which shifts course design or course re-design from content to disciplinary thinking. Content becomes a raw material, a tool for exploring the key ways of constructing knowledge that constitute disciplinary modes of thinking, rather than an end in itself. Assessments then focuses on applying course content to authentic questions and problems, within the discipline.

2.8 Searching for Tangible Evidence of Critical Thinking
Intended Audience: Academic Professionals
Facilitator: Sean Glassberg (Sessions B and C, Room G208)
Critical thinking focuses on a disciplined approach to conceptualizing, synthesizing and evaluating what is learned based on reason and reflection. Participants will examine and evaluate strategies designed to influence students’ development of critical thinking skills in relation to course content. Following a video review of examples of critical thinking exercises, participants will create their own exercises to enable higher-level critical thinking among their students.
2.9 Strategies to Support English Language Acquisition Across Disciplines
Intended Audience: Academic Professionals
Facilitators: Cynthia Schuemann, Helen Roland, Marcia Cassidy and Maria Fallon (Session C, Room 9218)
Students entering college credit courses from the English for Academic Purposes (EAP) program are still developing their fluency in academic English. This workshop will present strategies that professors across the disciplines can use to support students’ learning of discipline specific content while they continue to develop academic English skills.

2.10 Student Assisted Learning Models * Possible QEP Topic
Intended Audience: Academic Professionals
Facilitator: Jo Ann Zarowny, Danay Montes De Oca, Lisa DeCastro, Jocelyne Legrand, Nate Chapman (Sessions B and C, Room R-352)
This session begins with an overview and introduction to peer-assisted, community-engaged learning, and peer advocacy models for peer-mentors. Theory, research and case studies that support these models will be explored in the context of the College’s existing structure and resources. The key elements of creating and sustaining an effective student-assisted learning program will be covered.

2.11 Student-Centered Teaching: Active Learning
Intended Audience: Academic Professionals
Facilitators: Lauren Gach (Session B, Room 9207)  
Jasmine Ramirez (Session C, Room 9207)
Student centered instruction focuses on the modeling and scaffolding of interactive, metacognitive learning strategies by the professor. Workshop participants will examine the Common Core Anchor Standards for College and Career, become familiar with Webb’s Depth of Knowledge as it pertains to content instruction, questioning and assessment, and learn a variety of interactive and engaging strategies to utilize in higher education instruction.
Sessions B and C - Theme 3 Workshops:
Engaging Students In the Classroom and Beyond

3.1 A “Smart” Way to Engage Students (Mobile Learning)
Intended Audience: Academic Professionals

Facilitator: Louis Molina (Sessions B and C, Room 6358)
Engaging students with mobile technology fosters innovation, creativity and critical thinking. In this session participants will build one full lesson (from concept through delivery and evaluation) using mobile devices. Specifically, participants will learn strategies for quick video creation, role/quest/task assignments and relevant material to create a project-based classroom. The presenter will lead a hands-on activity and share over a decade's worth of best practices and insights for mobile learning.

3.2 Engaging Our Diverse Students
Intended Audience: Academic and Student Services Professionals
Facilitators: Mayte Insua-Auais (Session B, Room 9119)
Chris Migliaccio (Session C, Room 9119)
The MDC student body is diverse in terms of age, culture, preparation for college and several other factors. This workshop will address these aspects of diversity including generational differences. Participants will learn effective ways to interact and engage with a variety of student characteristics.

3.3 Engaging Students with Emerging Technology
Intended Audience: Academic and Student Services Professionals
Facilitator: James May (Sessions B and C, Room 2135)
This session introduces best practices for three fundamental strategies in using technology to motivate and engage today’s students. Participants will learn how to embed interactive content and video, harness new technologies to disseminate information inside and outside of the classroom, and engage and assess students through live time and asynchronous channels of communication. Ways to use technology intentionally and to align tools and strategies with specific learning objectives will also be covered.
3.4 Engaging Students with Social Media: Best Practices and Principles
Intended Audience: Academic and Student Services Professionals
Facilitators: Janelle Fernandez and Nicole Tallman (Sessions B and C, Room 2236)
This session will begin with an overview and introduction to using social media effectively. Best practices and guiding principles will be explored in a small group setting. The presenters will conclude with strategies on how to improve and sustain learner engagement using social media via case studies in higher education.

3.5 Students Speak about Engagement
Intended Audience: Academic and Student Services Professionals
Facilitators: Chris Cruz (Session B, Room 9118)
Chris Cruz and Luis Beltran (Session C, Room 9118)
Students of from varying academic stages and proficiencies will have an opportunity to share their most and least engaging experiences by responding to a set of structured questions. A small group discovery activity will follow the discussion. The key take-away will be direct information from students about the best ways to engage them, and further exploration on ways to develop strategies that reflect their needs.
Sessions B and C - Theme 4 Workshops: Leading the Way

4.1 Increasing your Leadership Effectiveness

Intended Audience: Academic and Student Services Professionals
Facilitator: Robert Cipriano (Sessions B and C, Room 8122)

Most great leaders are made, not born. They develop leadership skills by observing successful leaders and learning from others. Participants will explore the role of a leader in managing conflict and communication skills designed to minimize conflict. They will also learn about the essential characteristics of effective leaders and how to develop these in day-to-day interactions with others.

4.2 Leading and Managing: Developing Excellence in Both Skills

Intended Audience: Academic and Student Services Professionals
Facilitator: Lisa Gunther (Sessions B and C, Room R-251)

A leading organization expert once said, "Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall." Our day-to-day work requires both leadership and management skills at different times, yet many of us spend too much time trying to manage. Identifying the differences between leading and managing and knowing when it is appropriate to lead versus manage is the goal of this session.

4.3a/ 4.3b Leading in a Time of Change

Intended Audience: Academic and Student Services Professionals
4.3a Facilitator: Will Dukes (Sessions B and C, Room R-253)
4.3b Facilitator: Chet Schriesheim (Sessions B and C, Room R-252)

Guiding change may be the ultimate test of a leader--no institution survives over the long term unless it consistently renews itself. Transformative change, like the Student Achievement Initiatives, requires a sense of urgency to change the underlying culture and create a series of accomplishments. This is especially challenging in sectors like education where regulatory and funding fundamentals are uncertain. Learn how effective leaders define themselves in times of uncertainty.

4.4 Preparing and Leading Effective Meetings

Intended Audience: Academic and Student Services Professionals
Facilitator: Ann Massaro (Sessions B and C, Room R-351)

Well-run meetings don’t just happen. They require thought and deliberate planning. By implementing the strategies practiced in this workshop, participants will be equipped to address the predictable problems that plague meetings, and will learn what to do when difficulties arise.
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