

**Talent Strong Texas Pathways Institute #3**  
**April 11, 2024**

# **Welcome to the Temple College Family: Caring in Action**



# Welcome aboard! We are your hosts.

**Shannon Bralley (bra-lee)**

- **bra**—as in **AWE**
- **lee**—rhymes with **SEE**

**Associate Vice President of  
Student Services and  
Enrollment Management**

**Christopher Krejci (kray-chee)**

- **kray**—rhymes with **SAY**
- **chee**—rhymes with **ME**

**Associate Professor of  
English, Department of  
English & Foreign Languages**



# Christopher Krejci (kray-chee)

#I\_tell\_stories\_teach\_U2\_tell\_stories&read  
&write\_about\_how2do\_both\_better

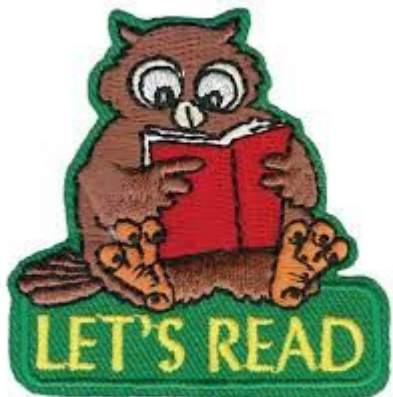
My "Badge-Worthy" Traits



## Shannon Bralley (bra-lee)

#today\_a\_reader\_tomorrow\_a\_leader

My "Badge-Worthy" Traits



# Your Turn

- What hashtag would you use to describe yourself, what you do, or what you love?
- What badge would you earn for something you like to do or have done if a badge existed for this activity or skill?



# Destination

By the end of today's session, we hope you will be able to identify key classroom and campus practices you can implement at your institution to reinforce a sense of belonging in welcoming students during their key first days.



# Path Forward

- Making a Commitment to Caring
- Revitalizing the Front-Door Experience and Redesigning Student Orientation
- Engaging Students in Their First Class
- Identifying and Overcoming Challenges



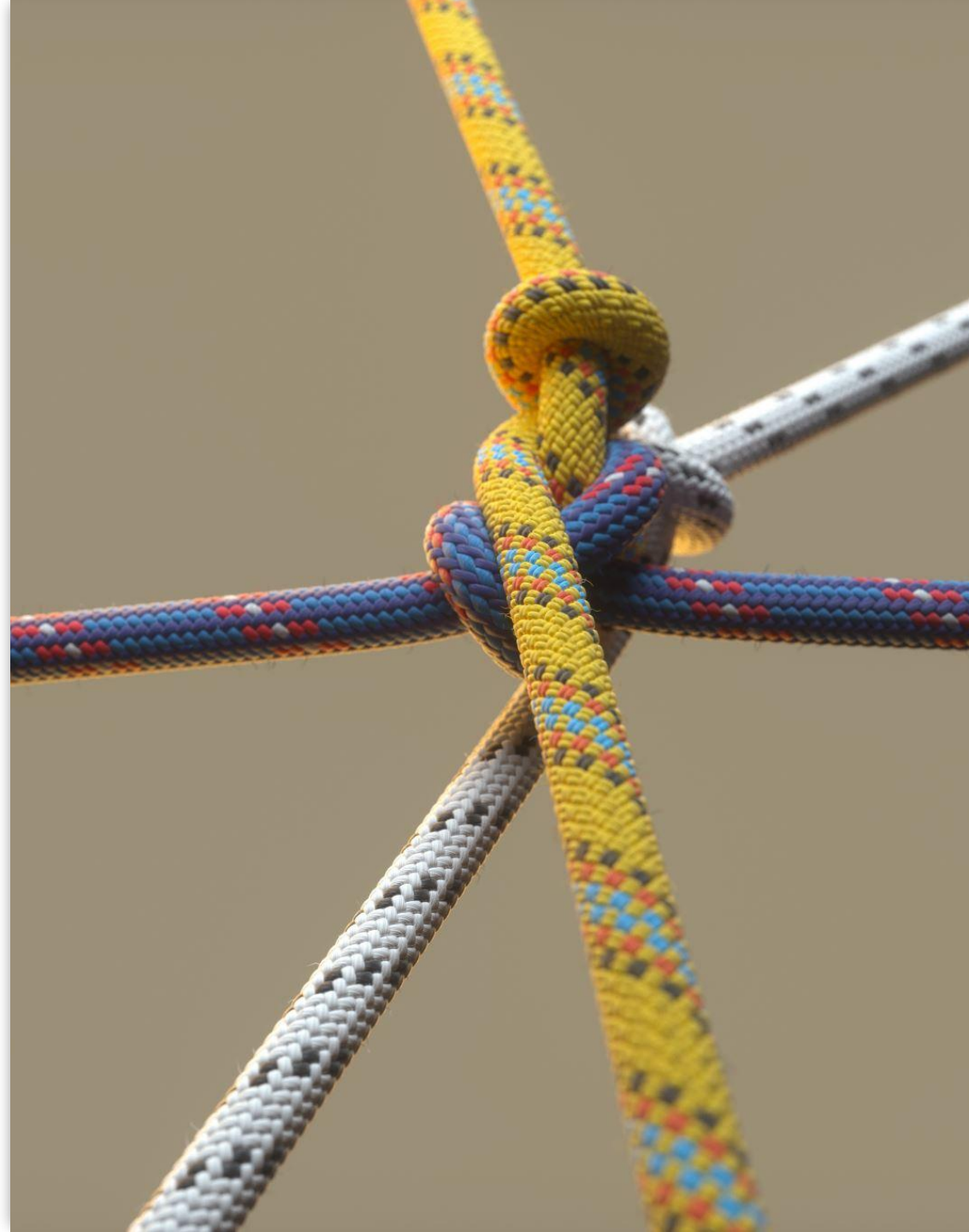
# Making a Commitment to Caring





# Commitment Activity

- Set your goal, set your direction!
- What systems are you using to propel you in that direction?



# Caring Campus & The Institute for Evidence-Based Change

- The Institute for Evidence-Based Change (IEBC) created Caring Campus based on research that shows students who feel more connected to their college are more likely to be retained, persist from semester to semester, and complete their academic goals.
- IEBC has a proven method for working with faculty and staff to help create a Caring Campus where all students feel connected to their college.

(<https://www.iebcnow.org/caring-campus/>)



# Timeline

Temple College was selected to participate in Caring Campus in 2022.

- **Fall 2022-Spring 2023**
  - Faculty workshops conducted by Dr. Martha Ellis from the IEBC
- **Fall 2023-Present**
  - Staff workshops also conducted by Dr. Ellis
- **Spring 2024**
  - Start of faculty and staff collaboration



# Staff Involvement

- Executive leadership buy-in
- Representation across all divisions
- Sub-committees
  - commitments
  - communications
  - caring-in-action



# Overview of Staff Commitments

- 10-Foot Rule
- Warm Hand-Offs
- Nametags
- Cross Departmental Awareness
- Welcoming Students



# 10-Foot Rule

## Explanation

- If an employee comes within 10 feet of a student, make eye contact, smile, and if the student looks like they might need assistance, offer to help.



# Warm Handoff

## Explanation

- If directing a student to a different area, in person, by email, or over the phone, make a warm introduction rather than sending them without support.





# Nametags

## Explanation

- Wear your nametag or badge, so visitors know you are an appropriate person to approach for help.



EPICIDS.com





# Cross Departmental Awareness

## Explanation

- Know what other departments do, how to contact them, and cross-train as much as possible to provide accurate information to students.



# Welcoming Students

## Explanation

- Create a welcoming environment, front door, and first day experience for students and visitors.



# Faculty Involvement

- **Fall 20202:** Developed "**Commitment to Caring About Student Success**"
- **Vision:** To provide a roadmap faculty can follow to create a culture of belonging and compassion that leads to retention and student success
- **Roadmap:** Consists of different **behaviors** faculty can employ to make students feel welcome
- **Fall 2023:** Asked to commit to 4 behaviors, 3 of which we will focus on today



# Create an engaging first day experience.

## Explanation

- Faculty engage in a set of activities on the first day of class to establish a classroom community.

“I had the privilege of taking a statistics class with Mr. Leech, and it was one of the more positive educational experiences I have had. Starting at the college after a nearly twenty-year break, I was most nervous about taking a math class. He managed to take a subject I dreaded and make it engaging and entertaining. I would recommend his classes to any student, but especially to those (like me) that need a fresh take on a difficult subject.” – Devon Bateman



## Examples

- Use Kahoot! to introduce students to each other and the course.
- Provide students with questions they can use to interview each other.
- Create a scavenger hunt to help students get to know each other and the course.
- Use icebreakers to build community and create a sense of familiarity between students.

## Questions for Faculty to Consider

- Which of the examples might work best in your class?
- Which of the examples might you find most or least effective? Why?
- Which of the examples might you find easy or difficult to incorporate? Why?
- How might you adapt the examples for different course modalities (i.e., face-to-face or hybrid vs online)?



# Learn and regularly use students' preferred names.

## Explanation

- Faculty learn all students' preferred name and use their names whenever interacting with students.

“Professor Olson is very engaging with her class, from wanting to learn about her students to even remembering the names of each student. Not a lot of Professors ha[ve] that sort of attitude or engagement that I find not only commendable, but . . . nice to feel that a professor actually cares about getting to know you.” – Keon Walker



## Examples

- Provide opportunities for students to introduce themselves and share something about themselves.
- Use index cards with students' names.
- Write a phonetic version of the name for your use.
- Pair students to learn each other's name; walk around the room to learn names and pronunciations.
- Greet students by name as they enter the classroom.
- Address students by name when replying to discussion boards and/or providing feedback on assignments.

## Questions for Faculty to Consider

- Which of the examples might work best in your class?
- Which of the examples might you find most or least effective? Why?
- Which of the examples might you find easy or difficult to incorporate? Why?
- How might you adapt the examples for different course modalities (i.e., face-to-face or hybrid vs online)?



# Connect with students.

## Explanation

- Faculty are approachable and get to know students, their goals, challenges, and individual circumstances.

“[Ms. Garza’s] enthusiasm, love and passion for teaching definitely show[s] . . . Ms. Garza was there countless times for me. Ms. Garza understands not all students learn the exact same way, so she is able to adjust to her students and their needs. She has inspired me to continue with my dream of becoming a nurse and has always had faith. She engages, inspires and empowers her students every single day.”– Raquel Gonzales





## Examples

- Learn what students think may get in the way of their success and how you can help through a survey or other assignment.
- Arrive to class early to create opportunities to informally visit with students.

## Questions for Faculty to Consider

- Which of the examples might work best in your class?
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# Revitalizing the Front-Door Experience and Redesigning New Student Orientation



# Start with why

- Students need to feel they belong.
  - Belonging PLC
- 
- Let's connect with all populations of students.
  - Diversity PLC
- 
- Let's give students a phenomenal experience.
  - Customer Service PLC



# NEW New Student Orientation

- Committee formed comprised of participants from all PLCs, plus faculty. Committee visited other organizations to learn and observe. Committee came back and started over from scratch
- Timeliness
  - Not too long
  - Multiple times of day and week
  - Key period prior to classes starting
- Trying new things:
  - Commitment Ceremony
  - Breakout groups
  - Continuously evolving



# Results

## 100% of Attendees

- Were satisfied with orientation
- Found the information included useful
- Thought orientation did a good job of preparing them for their first semester
- Thought the time of orientation was just right

## Recommendations

- Add peer relationship building
- Add option for campus tour
- Major-specific focus



# Engaging Students in Their First Class

Classroom activities to create an engaging first day experience, forge connections, and help faculty learn and regularly use students' preferred names



# Single Slide Bio or Poster Presentation

## Dr. Sara Harris Baker

Dean, Temple College Division of Fine Arts





**First Album :  
Hooked on  
C l a s s i c s**



**Family :  
husband, Zechariah and  
kid, Gray**



**Dr. Sara Harris Baker**

**My hope is that you'll learn how to identify what you're hearing in music in addition to having a larger perspective on how music is influenced by and has affected world history. And that, sometime during this semester, you will hear a piece of music that you connect to and remember for life.**

**Current Play list  
Cynthia Erivo  
Bishop Briggs**





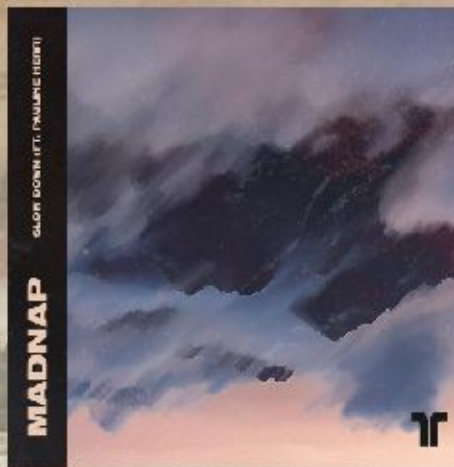
孤月



First Album:  
Chinese Classic  
Music (nearby is  
pipa— one of  
traditional Chinese  
instruments)



Matin— So Far  
Away



Current playlist:  
Madnap— Slow  
Down



Ruijian Huang



Family

I come from China. I like music every much, not only Chinese song but also current pop music in different countries. But I can't appreciate these songs in professional way. I hope that I will have better comprehension of the music after this course.

First Song I Remember  
As a Child:

I Love  
You by  
Barney



# Alyssa Lagumen



My Family:



Mom,  
Dad, and  
Sister

Currently On My Playlist:

Our  
Song by  
Taylor  
Swift



What I Want To Get Out  
Of This Class:

Music is a part of my  
everyday life, and in this  
class, I want to learn  
about the history of why  
we have each different  
genre.

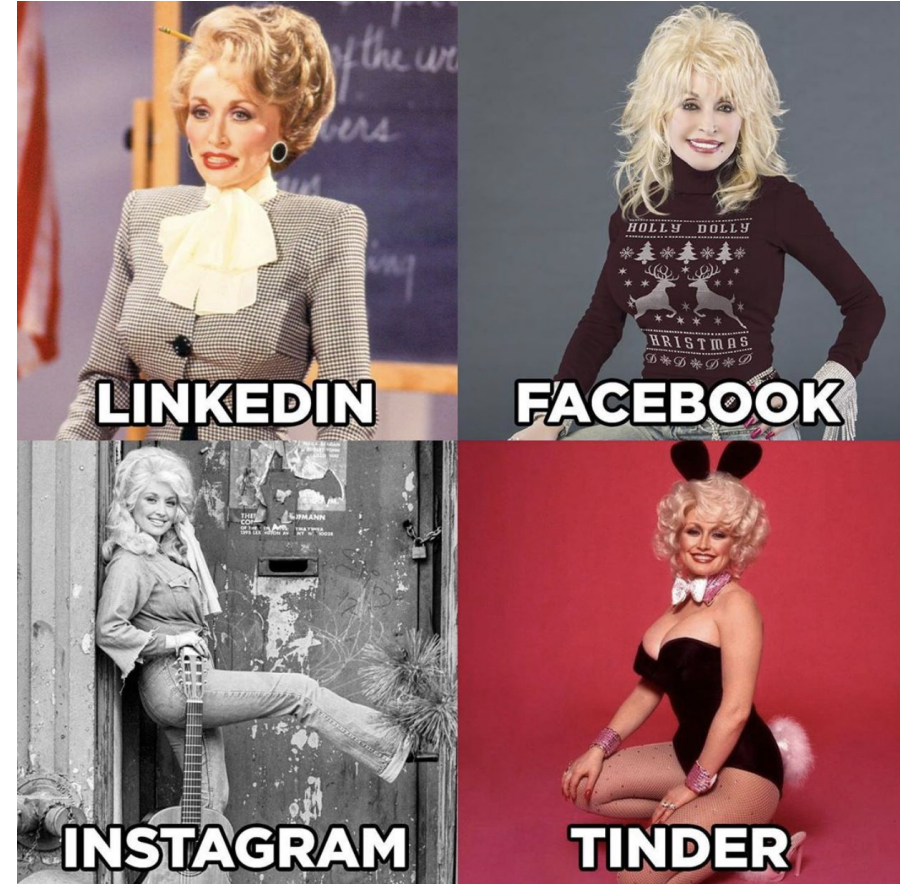
# Selfie Challenge

## Prof. Heather Chandler

Chair, Corequisite Courses



- Dolly Parton’s “Selfie Challenge” created a stir on the internet with many followers posting their own copy of this meme, but what we are understanding here is that each of these images belong to a certain audience. Her Tinder profile would be inappropriate on LinkedIn, and Instagram is about “Living your best life,” not professionalism.
- So, how is writing similar? Do we also make these same kinds of rhetorical choices when we compose essays or emails?
- We “show” a different side of ourselves, depending on the context and the audience.



Your group will work together to plan and take 5 selfies. Three of these selfies must be aimed at expressing the following:

- Constructed selfie (#Followme style; branded, curated, designed to go viral, like-bait)
- Real selfie (something authentic to you)
- Empowered selfie (you at your most capable, resilient, and alive)

Selfie 4 and Selfie 5 are entirely up to you and may express any side of yourself you think is unique or important to show. Some ideas include:

- Hustling selfie, you working hard to achieve an academic or personal goal
- Food/coffee selfie
- Silly selfie, expressing a softer or goofier side
- Community/family selfie, you as part of your Temple College community
- Nature selfie



# First-Day Bingo

## Dr. Derek Mudd

Chair, Department of Speech, Humanities, Drama, and Dance



B	I	N	G	O
Has a dog	Wants a career in health or medicine	Has been to Hollywood	Has a cat	Recently visited a major TX city
Likes dance music	Drinks coffee daily	Wants a career in criminal justice or law	Is not from TX	Has seen a Broadway play (in NYC or on tour)
Likes the same music you do	Plays sports	Likes to cook	Is a Science Fiction fan	Is not from the US
Is an artist	Wants to move far away	Has changed a flat tire	Plays an instrument	Has seen a movie at the theatre in the last week
Wants to change the world	Likes to read nonfiction	Can whistle a tune	Writes poetry	Has more than one sibling

B	I	N	G	O
Has or had a rodent for a pet	Wants a career in health or medicine	Has been to Disney World	Wears contacts	Recently visited a major TX city
Likes classical music	Drinks hot tea regularly	Wants a career in criminal justice or law	Is not from TX	Has seen a live Major League sporting event
Likes the same music you do	Plays video games	Likes Chinese food	Reads comic books	Is not from the US
Is an artist	Wants to move far away	Has changed a flat tire	Plays an instrument	Saw a summer blockbuster movie in the theater
Wants to change the world	Likes to read magazines	Can whistle a tune	Doesn't eat beef	Has lived in more than one city

# Letters to Themselves

## Vocational Nursing Faculty

Audra Xenakis, DNP, RN (Lead Instructor)  
Niomi Quinteros, BSN, RN and Paula Reeves, MSN, RN





♡ Cassidy Harmon ♡

Anna Turner ♡

Quinn

Ashley

Meredith

To: Stephanie Juno

Harper Stinson

Data Deants

Valentine Bluff

Rhianna

Sandra

Meredith ♡

Kimiean

Amber Sullivan  
Celys ♡

# Creating a Community Agreement

## Dr. Christine Simon

Professor, Psychology



# Community Agreement



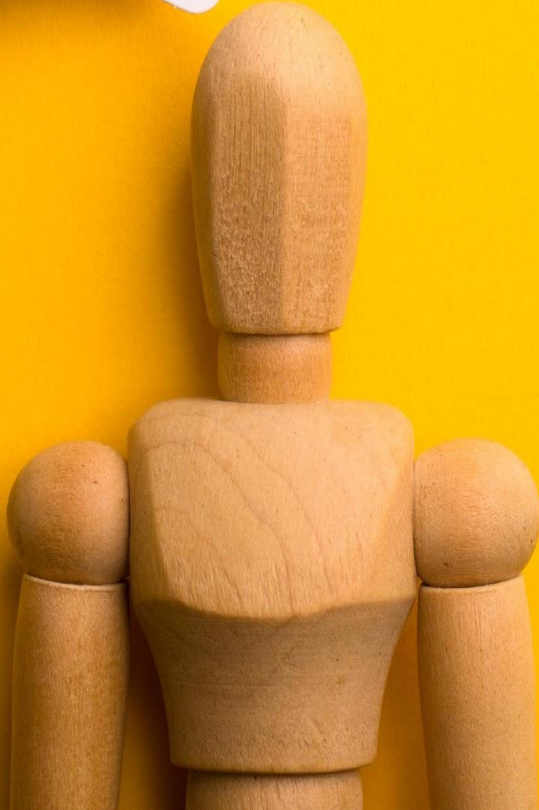
Examples

# Pre-course Survey

## Prof. Kim George

Chair, Department of English and Foreign Languages





- What name would like me to use for you? What are your preferred pronouns?
  - When you hear of having to take English, what is your first thought? (P.S. Be honest!)
  - Do you have any current life obstacles that might affect your schoolwork? (Help me understand you!)
  - Do you have any former life obstacles that affect your schoolwork? Or how you feel about school?
  - Why are you taking this class? What is the end goal?
- 
- Do you have access to the internet? To a computer?
  - How comfortable are you using D2L?
  - How comfortable are you using Google documents?
  - How comfortable are you using MS Word?
  - Do you have any concerns or want to tell me anything else that might help me help you?

# Make a Personal Commitment

Scan the QR code to make a personal commitment.

