Welcome to Madison College!

As you embark on your Madison College Orientation, you will travel throughout Madison Area Technical College and learn about the college community that you are joining today. You will have the opportunity to meet many of your co-workers, prepare for your class, and share your thoughts with other new employees. We hope you will enjoy learning about Madison College through this program.

Name: __________________________________________________

First day of class: ________________________________

Course Title(s): _______________________________________

8-digit Catalog Number(s): ______________________________

5-digit Course Number(s): ______________________________

☐ I have received my TAG or Letter of Assignment
How to use your Guidebook

Your guidebook will serve as a resource during and after your Madison College Orientation is complete. You will use it during your orientation activities and make notes in the book for future reference.

Your guidebook is divided into five sections to mirror your Madison College Orientation:

- **Outline the Madison College structure, mission & culture** is where you will learn about our college.
- **Identify resources available to you as a Madison College employee**, find organizational information.
- **Summarize teaching resources available to you as a Madison College Instructor** will show off important teaching assets.
- **Identify your relationship with your supervisor, school office, and program director or department chair** to direct you to key folks on your adventure.
- **Complete required trainings & activities** you’ll find a list of mandated trainings for all employees.
- **Notes and Questions** is an area where you can record information you want to retain during and after your adventure.

In your Guidebook, you will:
- Record information for future reference
- Document the people you will depend on
- Reflect on what you've learned as you go
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   Error! Bookmark not defined.  

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How to enroll in the Blackboard class

In addition to this Journal, you will be using the Blackboard Learning Management System to access information for your Madison College Orientation.

To enroll in the online portion of this course, take the following actions:

1. Visit our Blackboard login page by clicking ‘Blackboard’ link at the top of any Madison College web page
2. Use your network username and password to login
3. Find the “Course Catalog” and click on ‘Employees’
4. Find ‘other EmpOrient1-prahl’ in the Course ID and click the down chevron
5. Click ‘Enroll’ in the menu that appears
6. Enter ‘new’ in the access code and click ‘Submit’
Welcome to our Part-Time Faculty Orientation Blackboard Class!

- **Getting Started** contains a folder with all the documents you received in your first meeting with the Center for Excellence in Teaching and Learning (CETL).

- **Orientation Material** is where you will find the content of your Orientation adventure. When your Guidebook says to find content in Blackboard, this is where you will find it!

- **Travelers Aid (FAQ)** answers some of the most frequently asked questions by new employees. Feel free to suggest additions to this section.

- **Travel Agents** contain contact information for the leaders of the Madison College Orientation program.

If you have any difficulty with the Blackboard technology during your orientation adventure, contact the Center for Excellence in Teaching and Learning at 608-246-6646 or the Help Desk at 608-246-6666.
Guidebook Symbol Legend

Here are some ‘road signs’ to look out for in this booklet— they help you find important information.

Before Class

This is an activity you would want to complete before your class starts.

Road Trip!

Pages marked ‘Road Trip’ feature tasks that will ask you to physically go somewhere on campus.

Blackboard

Activities marked ‘Blackboard’ will have corresponding tasks and instructions in the PT Orientation Blackboard course.

Activities and page numbers are listed for your convenience here:

Before Class, 17, 19, 24, 26

Blackboard Activity, 10, 12, 14, 17, 18, 19, 27, 28

Road Trip, 8, 22, 24
## Record your Progress

This table is a checklist to find all the expected activities of you for this orientation. When you have completed all the tasks on this page, please claim an additional 3 hours towards orientation in the Compensation Launchpad (4 hours total).

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 - hour face-to-face Orientation</td>
<td></td>
</tr>
<tr>
<td><strong>Section 1: Madison College</strong></td>
<td></td>
</tr>
<tr>
<td>1:Quiz- Student Demographics*</td>
<td></td>
</tr>
<tr>
<td>1:Assignment- Madison College Scavenger Hunt*</td>
<td></td>
</tr>
<tr>
<td><strong>Section 2: Teaching Resources</strong></td>
<td></td>
</tr>
<tr>
<td>2:Hands-on Activity- Request Bb Shell</td>
<td></td>
</tr>
<tr>
<td>2:Hands-on Activity- Print Roster</td>
<td></td>
</tr>
<tr>
<td>2:Hands-on Activity- Customize Syllabus</td>
<td></td>
</tr>
<tr>
<td>2:Hands-on Activity- Faculty Mentor</td>
<td></td>
</tr>
<tr>
<td>2:Quiz- Teaching Resources*</td>
<td></td>
</tr>
<tr>
<td>2:Quiz- URLs for Teaching Resources*</td>
<td></td>
</tr>
<tr>
<td>2:Blog- First day of class*</td>
<td></td>
</tr>
<tr>
<td><strong>Section 3: Employee Resources</strong></td>
<td></td>
</tr>
<tr>
<td>3:Discuss- CETL &amp; You*</td>
<td></td>
</tr>
<tr>
<td>3:Hands-on Activity- Email w/Roster*</td>
<td></td>
</tr>
<tr>
<td>3:Hands-on Activity-Meeting Request*</td>
<td></td>
</tr>
<tr>
<td>3:Quiz-Employee Resources*</td>
<td></td>
</tr>
<tr>
<td><strong>Section 4: Your Leadership</strong></td>
<td></td>
</tr>
<tr>
<td>4:Hands-on Activity- Complete your Key People table</td>
<td></td>
</tr>
<tr>
<td><strong>Section 5: Required Training</strong></td>
<td></td>
</tr>
<tr>
<td>5:Quiz- FERPA &amp; Red Flags ≠</td>
<td></td>
</tr>
<tr>
<td>5:Preventing Sexual Harassment ≠</td>
<td></td>
</tr>
<tr>
<td>5:Preventing Employment Discrimination ≠</td>
<td></td>
</tr>
<tr>
<td>5:Quiz- Copyright Law for Education ≠</td>
<td></td>
</tr>
<tr>
<td>5:(Review Only) WTCS Certification ≠</td>
<td></td>
</tr>
</tbody>
</table>

* Indicates graded within the Orientation Blackboard Course
≠ Indicates a condition of employment (does not count toward paid hours of orientation)
2 Hour Face-to-Face Orientation
Kickstarter

Register online at:
http://madisoncollege.edu/in/pt-fac-orientation

✓ Welcome!

✓ Technology Quick Reference Guides
  o Blackboard
    ▪ Enroll in this class
  o Faculty Center
    ▪ Final grades
  o Compensation Launchpad
    ▪ Get paid for this experience

✓ Syllabus Template – Why it’s so important

✓ Understand your Course & Catalog number

✓ Quick website tour with Ctrl + F Tip

Meet your Orientation Facilitators: Part-Time Faculty Coordinator(s)

Jeremy Kautza
(608) 243-4048
jkautza@madisoncollege.edu

Phil Gasper
(608) 243-4184
pgasper@madisoncollege.edu

Jimmy Cheffen, Jr
(608) 243-4049
jcheffenjr@madisoncollege.edu
Section 1: Madison College Structure, Mission & Culture

- Define our vision, mission and values
- Locate the organizational structure & distinguish where you fit into our structure
- Define which administrative policies apply to your classroom
- Identify the counties in Wisconsin within our Wi Technical College District
- State one fact regarding graduates & funding of Madison College
- State an example of how you will apply the Learning College principals
- Locate one article in Matters that is of interest to you

You will be successful when you complete

- The Madison College Scavenger hunt in Blackboard
- The Demographics quiz in Blackboard

Related Topics (found in the A-Z index at the website):

Assignment: Scavenger Hunt

This assignment will ask you to download a file to your desktop, fill out answers, and re-upload the file. *PDF users: please open the file in Acrobat Reader. If you need this program, it can be downloaded at http://adobe.com/reader.

You will need to visit the following locations to find the answers to the questions.

<table>
<thead>
<tr>
<th>A-Z link</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>Define our strategic vision.</td>
</tr>
<tr>
<td>Organizational Chart</td>
<td>Where you fit into our organizational structure?</td>
</tr>
<tr>
<td>Administrative Policies</td>
<td>Name one policy that applies to your classroom as a faculty member.</td>
</tr>
<tr>
<td>Facts at a Glance</td>
<td>State one fact regarding graduates of Madison College.</td>
</tr>
<tr>
<td></td>
<td>Give one fact regarding the funding of Madison College.</td>
</tr>
<tr>
<td>District Map</td>
<td>Identify the counties in Wisconsin within our Technical College District.</td>
</tr>
<tr>
<td>Learning College</td>
<td>State an example of how you would apply one of the Learning College</td>
</tr>
<tr>
<td>Principles</td>
<td>Principles.</td>
</tr>
<tr>
<td>MATTERS</td>
<td>Locate one article of interest to you and type the title &amp; date.</td>
</tr>
</tbody>
</table>

In our Orientation Blackboard class, please complete the ‘Scavenger Hunt’ assignment about Madison College! Your answers will be entered into a worksheet found online, then uploaded to Blackboard.
Know Your Class Code

The catalog number you wrote on page 1 of this packet is a key to the type of class you are teaching! Knowing that you are teaching in a certain area can be useful as you think about your audience.

<table>
<thead>
<tr>
<th>If your Catalog # starts with...</th>
<th>You are teaching this type of class...</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 -</td>
<td>Associate Degree</td>
</tr>
<tr>
<td>20 -</td>
<td>Liberal Arts Transfer</td>
</tr>
<tr>
<td>30 -</td>
<td>Short Term Technical Diploma</td>
</tr>
<tr>
<td>31 -</td>
<td>One Year Technical Diploma</td>
</tr>
<tr>
<td>32 -</td>
<td>Two Year Technical Diploma</td>
</tr>
<tr>
<td>42 -</td>
<td>Vocational - General Adult - Nondegree Credit</td>
</tr>
<tr>
<td>47 -</td>
<td>Vocational - Occupational Adult - Nondegree Credit</td>
</tr>
<tr>
<td>50 -</td>
<td>Apprentice</td>
</tr>
<tr>
<td>60 -</td>
<td>Adult Avocational - Nondegree Credit</td>
</tr>
<tr>
<td>73 -</td>
<td>Beginning ABE (0-5.9) - Nondegree Credit</td>
</tr>
<tr>
<td>74 -</td>
<td>Intermediate ABE (6-8.9) - Nondegree Credit</td>
</tr>
<tr>
<td>75 -</td>
<td>ESL/HIP/VIP - Nondegree Credit</td>
</tr>
<tr>
<td>76 -</td>
<td>High School Diploma (GED/HSED) - Nondegree Credit</td>
</tr>
<tr>
<td>77 -</td>
<td>ASE Developmental - Nondegree Credit</td>
</tr>
</tbody>
</table>

Campus Locations

<table>
<thead>
<tr>
<th>Campus Locations</th>
<th>Enrollment in 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Truax Campus</td>
<td>17,012</td>
</tr>
<tr>
<td>Downtown Education Center</td>
<td>6,844</td>
</tr>
<tr>
<td>West Madison Campus</td>
<td>4,609</td>
</tr>
<tr>
<td>Dane County Region</td>
<td>1,892</td>
</tr>
<tr>
<td>Fort Atkinson Campus</td>
<td>1,716</td>
</tr>
<tr>
<td>Reedsburg Campus</td>
<td>1,491</td>
</tr>
<tr>
<td>Commercial Avenue Educ Ctr</td>
<td>1,471</td>
</tr>
<tr>
<td>Watertown Campus</td>
<td>1,431</td>
</tr>
<tr>
<td>Portage Campus</td>
<td>1,416</td>
</tr>
<tr>
<td>South Madison Campus</td>
<td>1,304</td>
</tr>
</tbody>
</table>
Student Demographics

Overall Demographics at Madison College (out of 39,680 students from during the 2012 academic year)

<table>
<thead>
<tr>
<th>Top 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>1,497</td>
<td>4%</td>
</tr>
<tr>
<td>Black</td>
<td>2,621</td>
<td>7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>2,873</td>
<td>7%</td>
</tr>
<tr>
<td>Unknown</td>
<td>3,768</td>
<td>9%</td>
</tr>
<tr>
<td>White</td>
<td>28,083</td>
<td>71%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NO DISABILITY</th>
<th>37,734</th>
<th>95%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Documented DISABILITY</td>
<td>1,946</td>
<td>5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>22 and Under</th>
<th>12,681</th>
<th>32%</th>
</tr>
</thead>
<tbody>
<tr>
<td>23-39</td>
<td>15,936</td>
<td>40%</td>
</tr>
<tr>
<td>40 and Older</td>
<td>10,967</td>
<td>28%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Top 5</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>16,333</td>
<td>41%</td>
</tr>
<tr>
<td>Business and Applied Arts</td>
<td>8,309</td>
<td>21%</td>
</tr>
<tr>
<td>Agriscience &amp; Technologies</td>
<td>7,222</td>
<td>18%</td>
</tr>
<tr>
<td>Health and Safety Education</td>
<td>6,013</td>
<td>15%</td>
</tr>
<tr>
<td>Human and Protective Services</td>
<td>5,497</td>
<td>14%</td>
</tr>
</tbody>
</table>

Student Veterans

~2% of Madison College students are veterans

Financial Aid information for full-time students in their first semester (from the 2010 Academic year)

<table>
<thead>
<tr>
<th>Type of Aid</th>
<th>Percentage Receiving Aid</th>
<th>Average Amount of Aid Received</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal grant aid</td>
<td>34%</td>
<td>$4,247</td>
</tr>
<tr>
<td>State/local grant aid</td>
<td>17%</td>
<td>$958</td>
</tr>
<tr>
<td>Institutional grant aid</td>
<td>12%</td>
<td>$1,469</td>
</tr>
<tr>
<td>Loan</td>
<td>52%</td>
<td>$5,807</td>
</tr>
</tbody>
</table>

In our Orientation Blackboard class, please take the quiz about student demographics!
Section 2: Identify resources available to you as a Madison College employee

- Utilize Outlook to send email & calendar appointments
- Discuss the Center for Excellence in Teaching and Learning (CETL)’s role
- Locate the Employee Journal
- Know where to make copies
- Enter your time for payment in Compensation Launch Pad
- Locate the Help Desk
- Access myMadisonCollege to find
  - FacultyCenter
  - Compensation Launchpad (Time & Labor)

You will be successful when you complete

- the Hands-On Activity for Outlook and Email.
- The Discussion Board assignment on CETL Resources.
- The Quiz on myMadisonCollege and Compensation Launch Pad

Related Topics (found in the A-Z index at the website):

CETL, Human Resources, Technology Training for Employees
Description of Orientation Blackboard Assignments

**Hands-On Activity: Email Communications**
Send an email with a copy of your roster attached to ptdcoor@madisoncollege.edu. Put "Roster" in the subject line. **You will have to complete the FERPA test and see Section 3 before you can access your roster**

**Hands-On Activity: Outlook Appointment**
Send an Outlook Meeting Request to ptdcoor@madisoncollege.edu. Be sure to put "Meeting Request" in the subject line.

In our Orientation Blackboard class, please complete several activities asking you to utilize employee resources.

**Blackboard Discussion Board: CETL Resources**
On the CETL strand of the Discussion Board in our Blackboard course, 1) List two of the resources you will use over your first semester at Madison College, and 2) Explain why you chose those two resources. Finally, 3) Respond to at least one other person's post.

Use the following A-Z links to find answers for the next page.

<table>
<thead>
<tr>
<th>Topic</th>
<th>A-Z Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Police</td>
<td>Public Safety</td>
</tr>
<tr>
<td>Document Services</td>
<td>Document Services</td>
</tr>
<tr>
<td>Help Desk/ Computer problems</td>
<td>Help Desk- Employee</td>
</tr>
<tr>
<td>Paid Hourly</td>
<td>Compensation Launchpad (then FAQs) see also your TAG letter</td>
</tr>
<tr>
<td>myMadisonCollege</td>
<td>myMadison College - Employee Access</td>
</tr>
</tbody>
</table>
**Employee Resource Blackboard Quiz Notes**

In what situations would you be paid an hourly rate?

Which Appendix in the Employee Journal applies to your employee type?

What is the extension for the Employee Help Desk?

What is the telephone extension for Public Safety?

What can you find at myMadisonCollege?

How can you make copies here at the college?

**Question: Is there an Outline of Instruction available for my course?**

**ANSWER:** Yes! Outlines of Instruction exist for many courses and offer guidance on curricular choices, sample syllabi, and information on course competencies. Outlines of Instruction are part of the College’s WIDS 2 Web database.

**Question: Am I covered under a collective bargaining agreement?**

**ANSWER:** The Collective Bargaining Agreement between the school and the Part-Time Faculty has expired, but still guides us on many answers. The “Employee Handbook” has information for all Employees of Madison College. “Appendix A” applies to Part-Time Faculty members.

[http://madisoncollege.edu/in/employee-handbook](http://madisoncollege.edu/in/employee-handbook)

**Question: Do I get a telephone extension?**

**ANSWER:** Part-time instructors do not get one by default. If you think you’ll need an official college telephone number, call the Help Desk @ 608-246-6666 and request one. That will also enable Unified Messaging which sends your voicemails to your Madison College Outlook email account.
Section 3: Summarize teaching resources available to you as a Madison College Instructor

✓ Request your course shell in Blackboard
✓ Print a class roster from FacultyCenter
✓ Customize the syllabus template for your course
✓ Register for Faculty Mentoring Program
✓ Identify classroom management techniques
✓ Prepare for your first day
✓ Understand the faculty observation process

You will be successful when

☑ You complete the hands-on activities
☑ You complete the Teaching Resources quiz & identify the URLs for key Teaching Resources websites
☑ Post a description of two activities on the First Day of Class blog

Related Topics (found in the A-Z index at the website):

Academic Policies, Calendar (Degree Credit), Syllabus Template (Credit and Non-Credit), Mentor – Faculty, Classroom Disruptions Process, Alert Program (Early), Classroom Management for Faculty, Student Code of Conduct
## Activity Descriptions

### Hands-on Activities

<table>
<thead>
<tr>
<th>Activity Title</th>
<th>Description</th>
<th>A-Z-link</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Request your Blackboard Shell</strong></td>
<td>You will use your Blackboard course shell to deliver content online to your students.</td>
<td>Blackboard Course Maintenance</td>
</tr>
<tr>
<td><strong>Before Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Print your Course Roster in FacultyCenter</strong></td>
<td>Printing a class roster out of FacultyCenter assumes you've taken the FERPA test (see section 5) at least 2 business days before you attempt this activity.</td>
<td>No A-Z link- all assistance is found in the “Learner Success” Blackboard Shell</td>
</tr>
<tr>
<td><strong>Before Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Customize the Syllabus Template</strong></td>
<td>The Madison College Syllabus template is a good place to start for your own course’s syllabus.</td>
<td>Syllabus Template- Credit &amp; Non-Credit</td>
</tr>
<tr>
<td><strong>Before Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Register for a Faculty Mentor</strong></td>
<td>A mentor's support can be paramount as you build curriculum or have emotions that you need to discuss.</td>
<td>Mentor Program Registration Form</td>
</tr>
</tbody>
</table>

### Resources for Teaching Resources Quiz's

<table>
<thead>
<tr>
<th>Topic</th>
<th>A-Z-link</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard Shell Request</td>
<td>Blackboard Course Maintenance</td>
</tr>
<tr>
<td>Classroom Disruptions</td>
<td>Classroom Disruptions Process</td>
</tr>
<tr>
<td>Core Abilities</td>
<td>Core Abilities</td>
</tr>
<tr>
<td>First day of class</td>
<td>First Day of Class</td>
</tr>
<tr>
<td>Mentoring Program</td>
<td>Mentor- Faculty</td>
</tr>
<tr>
<td>Observation Process</td>
<td>Part-Time Faculty Coordinators</td>
</tr>
<tr>
<td>Payment information</td>
<td>Employee Journal</td>
</tr>
</tbody>
</table>
Blackboard Quiz: Teaching Resources

In the Orientation Blackboard class, this quiz will ask you to review several teaching resources we have here at Madison College. Look for answers at [http://madisoncollege.edu](http://madisoncollege.edu) (use the A-Z links from the previous page) as well as the Syllabus Template.

Which of the following might be a reason to refer a student to the Early Alert Program?
- Poor class attendance
- Low grades
- Missing assignments
- All of the above

Which of the following is NOT one of Madison College’s Core Abilities?
- Communication
- Historical Awareness
- Self-Management
- Social Interaction

Which of the following Madison College resources for students are listed on the syllabus template?
- Career resources
- Library study sessions
- Car pooling
- All of the above

Which of the following is NOT an example of a disruptive behavior as defined by our school?
- Repeated cell phone use
- Talking out of place during class
- Coming to class unprepared
- Inappropriate contact at your home

New part-time instructors will typically have a teaching observation in their first semester at Madison College.
- True
- False

Part-time instructors receive a stipend for participating in the Faculty Mentoring Program.
- True
- False
Blackboard Blog: First Day of Class Plan

After you have read the documents on preparing for the first day of class [find the articles at the A-Z link under “First Day of Class - Preparing for (Instructors)”], identify two activities that you have used or that you plan to use in your own classes. Write a short description of the activities and why they appeal to you, and post it on the First Day of Class blog.

Write in your own personal thoughts about your first day in the space below to prepare for your blog post.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________
Section 4: Identify your relationship with your supervisor, school office, and program director or department chair

☑ Name your supervisor, an administrative assistant in your school office, and your program / department leadership

☑ Generalize the utility of each

You will be successful when

☐ You have filled out the Key People table

☐ You have met your Key People

Related Topics (found in the A-Z index at the website):

Organizational Chart, Academic School Offices, Mentor – Faculty, Part-Time Faculty Coordinators
Identify your relationship with your supervisor, school office and program director or department chair

Who is my Supervisor?

To be successful, you must first identify your supervisor. This is harder than it may seem! Use this handy guide to find yours.

1) Are you teaching at a Fort Atkinson, Watertown, Reedsburg, or Portage "Regional" location?

Yes → Your supervisor is most likely the Campus Manager of the Eastern Region (Fort & Watertown) or Northern Region (Reedsburg & Portage).

No → Continue…

2) Are you teaching in one of the following Academic Schools:
   - Community and Corporate Learning / CCL
   - Academic Advancement
   - Agriscience and Technologies
   - Applied Technology / CMAT
   - Arts and Sciences
   - Business and Applied Arts
   - Health Education / CHASE
   - Human and Protective Services
   - Online and Accelerated Learning
   - Center for Adult Learning

   …and at a Madison campus (Truax, Commercial Avenue, Downtown/DTEC, South or West)?

Yes → Your supervisor is an Associate Dean of your school. You may have more than one, so only your Academic School’s Office could tell you which Associate Dean is ‘yours’.

No → The person who hired you should specifically mention who is your supervisor.

Before going to the next page, go to the A-Z index and find your “Academic School Office” or “Campus Information” for regional offices.
### Key People

Find these folks at A-Z Link “Academic School Offices” or, if you are a regional instructor, visit “Campus Information”

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
<th>Initials</th>
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<tbody>
<tr>
<td>Supervisor</td>
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<tr>
<td>Supervisor’s Office</td>
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<tr>
<td>Administrative contact #1</td>
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<tr>
<td>Supervisor’s Office</td>
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<tr>
<td>Administrative contact #2</td>
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<tr>
<td>Program director or Department Chair (A&amp;S only)</td>
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<tr>
<td>Faculty Mentor</td>
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<td>Register at A-Z link, “Mentor - Faculty”</td>
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<td>Instructors who teach the same thing as you</td>
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<td>Part-Time Faculty Coordinator</td>
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Identify your relationship with your supervisor, school office and program director or department chair

Expectations for your Key People

Supervisor & Supervisor’s Administrative Assistant(s)
- Specific job responsibilities (along with 5-digit Course & 8-digit Catalog number)
- Work hours and sick or vacation leave policy
- Department/division policy about student contact
- Department/division business rules
- Mail, shipping & receiving procedures
- Computer access
- Peoplesoft training
- Budget management processes
- Purchase orders or ‘P-Cards’
- Parking issues (beyond the parking sticker)
- Mailbox assignment and code
- Compensation Launchpad ‘combo code’ for Convocation & Orientation hours
- MC Code for duplicating & applicable policies

Program Director or Department Chair
- Curriculum support
- Ordering textbooks
- Gain access to Course Portfolios on Blackboard
- Questions about Outlines of Instruction

Faculty Mentor
- “How’s it going?” support
- Guidance on resources in our school as well as meeting other peers
- Blackboard and other instructional technology guidance

CETL (Center for Excellence in Teaching & Learning)
608-246-6646
- Assessment & curriculum development support
- Blackboard training
- Certification questions
- Technology training
- Part-Time Faculty Coordinators (Observation)
**Meet up with your Supervisor**

Your supervisor has key information for you to be successful. If you have not communicated with your supervisor before starting class, schedule a visit! **Tip: When visiting your Supervisor’s office, see how many items you can get filled in on your “Quick Reference Page” – p 33.**

**Schedule a phone meeting with your Program Director or Department chair**

This leader will potentially give you access to tons of curriculum! Don’t re-invent the wheel - get access to your course portfolio and/or sample syllabi.

**Meet other Key People**

We have talented and friendly faculty here at Madison College. Have you met some already? Jot their names down for reference, and remember to meet others at Convocation at Truax in August, October, January & March.

**People I’ve met**

<table>
<thead>
<tr>
<th>Name</th>
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Section 5: Complete required trainings & activities

- Recognize the importance of the Family Educational Rights and Privacy Act (FERPA) in your classroom
- Identify sexual harassment and know the procedures to deal with it
- Demonstrate knowledge of workplace discrimination
- Identify copyrights and the applicable laws
- Understand how to keep your WTCS instructor certification

You will be successful when

- You complete the FERPA quiz in Blackboard
- You complete “Preventing Sexual Harassment” online training
- You complete “Preventing Employment Discrimination” online training
- You complete the Copyright Quiz in Blackboard

Related Topics (found in the A-Z index at the website):
Code of Ethics, Copyright Information for Employees, Certification (WTCS), Discrimination/Harassment, USB drive with Certification tutorial
Family Educational Rights and Privacy Act (FERPA) & Red Flags Rule

FERPA is law governing student information since the 60’s. Do you know it’s illegal to hand graded papers out en masse?

Find a link to the study materials and quiz within our Orientation Blackboard class. Take some notes here to help you.

What is one example of ‘Directory Information’?

________________________________________________________

Explain parents’ access rights to their students’ records?

________________________________________________________

Describe one circumstance when a Red Flag is triggered.

________________________________________________________

________________________________________________________

New knowledge I had after this activity:
Harassment and discrimination are forbidden at Madison Area Technical College. But what does that mean? Despite knowing the concepts of sexual harassment and discrimination, we rarely understand what that actually looks like in the workplace.

In our PT Faculty Orientation Adventure Blackboard class, please find links to two trainings regarding this topic (alternate: go to “Preventing Harassment & Discrimination Training” in the A-Z index). When completed, please record your score and the date below.

**Preventing Sexual Harassment**

Date Completed: ________________________________

Score: __________________________________________

**Preventing Employment Discrimination**

Date Completed: ________________________________

Score: __________________________________________

*New knowledge I had after this activity:*
Copyright Law for Education

When creating the content for your course, it’s easy to find content on the internet, at libraries, and from coworkers. But when are you violating the copyrights of the content owner? This is sometimes hard to know, and there are rules specific to education about this.

Please visit “Copyright Information for Employees” in the A-Z to find the following points of information. When finished, our Orientation Blackboard site has a quiz to test your knowledge!

What are the five copyright protections?

__________________________________________________________________________

__________________________________________________________________________

What are the five exceptions to copyright as listed at the website?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
The Faculty Quality Assurance System

The Faculty Quality Assurance System (FQAS) is the Wisconsin Technical College System (WTCS) framework for ensuring quality education by establishing minimum statewide standards for the 16 WTCS technical college schools. It is governed by Wisconsin State Statute and Wisconsin Administrative Code (new statute and code to be approved in 2014).

FQAS only covers instructors and is not a certification program. WTCS has two different types of instructors—occupational and academic.

An occupational instructor is a person employed by a district to teach one or more courses that are vocational or technical in nature. Many individuals employed by business and industry can be considered for employment as instructors. The recognition of occupational experience allows individuals to be employed as occupational program instructors regardless of their level of education. Instructors are not required to complete a teaching degree prior to employment.

An academic instructor is a person teaching one or more courses in academic subjects such as mathematics, social science, English, communications, and science. Completion of a college degree with a specific major or a required number of credits toward a major has been traditionally recognized as a measure of academic competence when certification is granted for academic instructors. This method is followed in the technical college system for certification of academic instructors.

More information about the FQAS will become available as we transition from the former certification process to FQAS. We expect this transition to occur sometime in the spring of 2015.
Acronyms to Remember

See also: A-Z index under ‘Acronyms & Definitions’
Quick Reference Page

Photocopies – Room ________________________________

MC Code ________________________________

Mail ________________________________

Office Supplies ________________________________

PTFaculty Office ________________________________

Compensation Launch Pad Combo Code __________

______________________________

Email (@madisoncollege.edu) ____________________________

______________________________