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Understanding the Role of Orientation Staff in International Student Orientation

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Higher Education*

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- I. Learning Outcomes
- II. New Student Orientation & Transition 101: Understanding the Roles, Competencies, and Functions
- III. Exploring the Intersection: A Case Study Example
- IV. A Position in the Making: The Inaugural Student Director & Leader Roles
- V. Application to Your Campus, Final Thoughts, and Reflections



Learning Outcomes

As a result of participating in this live briefing, participants will:

- Compare and contrast the core competencies of international educators and new student orientation professionals.
- Describe the core programming components of orientation programs utilizing the CAS Standards.
- Identify at least 2 barriers encountered by orientation staff in identifying their role in the design, implementation, and evaluation of international student orientation.
- Describe at least 1 collaboration strategy to use on their campus to navigate partnerships with their orientation office for international student orientation.



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NODA First Generation
College Student **Network**



**NODA International Student
Network**



NODA Extended Orientation
Network



NODA Small College
Network



NODA Parent & Family
Network

About Me



NASPA[®]

Civic Learning and
Democratic
Engagement KC



NASPA

International
Education KC



NASPA[®]

Enrollment
Management KC



- Earliest orientation programs
 - Harvard University
 - Focused solely on academic transition
 - Provided by faculty members
- Movement towards a holistic approach
- Engagement of parents, families, and guests
- “A comprehensive process rather than a minimal program”
(Hower, 2012, p. 372)



- CAS Standards for Orientation Programs (OP). OP **must**:
 - Facilitate the transition of new students into the institution.
 - Prepare students for the institution's educational opportunities & student responsibilities.
 - Initiate the integration of new students into the intellectual, cultural, and social climate of the institution.
 - Support the parents, partners, guardians, and children of the new students.
 - Collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.



- CAS Standards for Orientation Programs (OP). OP should:
 - Introduce students to the learning and development that will occur throughout the collegiate experience.
 - Emphasize the independence of students in accomplishing their goals while acknowledging their interdependence with their peers and families.
 - Provide information about the physical layout of the campus.
 - Design and facilitate opportunities to clarify personal and educational goals, meeting peers, and begin forming new relationships.



- NODA: Association for Orientation, Transition & Retention in Higher Education
 - Chartered in 1976
 - Premiere educational & professional development source for NSO
 - Responding to the changing needs of the NSO profession
 - New affinity networks for student micro-communities – including the official recognition of the International Student Network in 2010.



Statement of the Problem: Fundamental Issue

- What role does a domestic, undergraduate, new student orientation office play in the institution's international student orientation program?
- If that role is *collaboration*, how does one cultivate and build this collaboration?

Statement of the Problem: Secondary Issues

- How does the expertise of international education staff members shape their role in the collaborative process?
- Do orientation staff members need training in immigration, processes, etc. for a collaboration to be effective?
- Can orientation staff leverage their strengths in social transition strategies for the potential collaboration?
- Which office should take ownership of the new collaborative program?
- What fiscal & human resources would be required for sustaining the collaboration? How would each unit contribute?



Data & Essential Issues



- Theoretical and Institutional Knowledge
- Diversity, Inclusion, and Access
- Campus Collaborations
- Curriculum and Content Development
- Program Delivery and Management
- Organization and Leadership
- Communication
- Crisis Management
- Financial Management
- Laws, Policies, and Governance
- Enrollment Management
- Research, Assessment, and Evaluation



Data & Essential Issues



NODA Databank Survey 2017

DRAFT REPORT
April 21, 2017

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Data & Essential Issues

CAS
Standards for
International
Student
Programs &
Services

CAS
Standards for
Orientation
Programs

Exploring the Intersection

- Internationalization focus at FHSU
 - Boom of growth in 2006 – 3 modalities of enrollment
 - Introduction of new staff member → Assistant Director of International Student Services
 - Primary responsibility: Re-development of international student orientation & development of international FYE course for all new international students.
 - Previous approaches:
 - Compliance
 - Functionality
 - Individual student basis



Exploring the Intersection

- Office of Transition & Student Conduct

- First centralized office created in 2012

- Home to OTR

- Mission:

Through experiences and partnerships, the Office of Transition & Student Conduct connects students with relationships that help them transition in and throughout college discovering their place, passion, and purpose in the FHSU family.

- Physically housed in the VPSA Suite next door to ISS Office



An SSAO's Charge





Exploring the Intersection

- Partnerships Developed between OTR & ISS
 - Focus for ISS staff
 - Focus for NSO staff
 - New collaborative social integration elements
 - Cultivation of new campus & community partners
 - Spouse Orientation program development
 - Re-design of NODA Summer Internship to collaborate
 - Re-work ISS orientation positions to blend into orientation leader roles
 - Development of new student leader roles & training capacities



New Student Leader Roles

- Student Directors for Tiger Impact International Student Orientation
- 5-7 International Welcome Leaders





Collaborators come in all different shapes and sizes. We've identified the top nine types of collaborators that typically exist within an organization. Ranging from early adopters to social butterflies to the begrudging skeptics, we're sure you'll recognize more than a couple of the characters below.

The 9 Types of Collaborators

The Stealth Ninja

A covert collaborator, the Stealth Ninja is the one who lurks, quietly moving from workspace to workspace viewing other people's work that piques their interest. Stealth Ninjas are usually the first to view a file, even if they're not a part of the team. They usually abstain from commenting unless absolutely necessary with the only evidence of their presence an entry on the audit log.



The Executive

The Executive is usually a decision-maker in your company or department who has limited time, yet wants or needs to be involved at a high level. Speed, efficiency and convenience are of utmost importance to The Executive, who prefers to communicate feedback and final decisions via email rather than logging into a system. When The Executive does log in, the purpose is usually to take in the status of various projects as opposed to actively engaging or working on a project at a detail level.



The Ringleader

The Ringleader is anything but a behind-the-scenes person. The Ringleader is a big-idea person who helps other team members arrive at "aha" moments. Ringleaders begin a lot of discussions, bookmark interesting content and add thought-provoking comments to discussions and files. Their creative energy seeps into and influences team members across all the departments.



The Socialite

This type of collaborator was born to be social. Socialites are storytellers and connectors. Sharing project details and updates comes as second nature to Socialites because they are more than used to sharing on a regular basis via Facebook, Twitter, Google+, MySpace, LinkedIn, Tumblr ... you get the point. The Socialite always has a newly updated status, helps carry on conversations and encourages others to engage. Socialites are great for easing those who are less accustomed to open communication into being more social.



The Expert

The Expert is the go-to person for questions about collaboration technology and best practices in your organization. The Expert looks beyond the normal file-sharing and project management capabilities of a collaboration solution and finds interesting and innovative ways to automate his or her work by leveraging sophisticated workflows, databases and other advanced features. Borderline geek. Experts are always experimenting, sharing new hacks on the intranet, and custom coding to create the coolest-looking workspaces on the block. Oh, and they usually have the most interesting desk toys and gadgets.



The Skeptic

The Skeptic is a somewhat vocal opponent to collaboration. Skeptics can often be detractors because they decentralize knowledge and communication when refusing to use the collaboration workspace. There is hope for Skeptics, though, as they can ultimately be won over if convinced that the WIFM (What is in it for me?) quotient is high enough.



The Siloist

The Siloist enjoys working alone and is reluctant to share only because he or she is not used to it. Siloists tend to be a bit absent from the workspaces they're part of and like to do most work offline. Siloists are actually most at risk of losing files and work because they prefer not to save and backup regularly to the cloud - and they are also always the last to realize, if ever at all, that the intranet is down.



The Dinosaur

The Dinosaur is not the most tech-savvy person in the organization. A creature of habit and uncomfortable with new ways of doing things, The Dinosaur tends to stick to traditional methods of work. While The Expert might equate managing projects by email to banging two rocks together to create fire, The Dinosaur prefers to be cloaked in this sanctuary of status quo. The Dinosaur does not embrace a new tool without some encouragement, so it is extremely important that the collaboration solution be simple and intuitive.



The Taskmaster

Taskmasters may err on the OCD side or simply be organized to an extreme. No detail is too small, no action item goes unassigned and no audit log unread. The Taskmaster is operationally focused, using collaboration tools fully to execute on project plans. The Taskmaster is the one you can expect will follow up with a task list of action items five minutes after your call ends (and you're grateful for it!).



Lessons Learned

- Collaboration is key!
- Ownership is messy at times, and conflict will arise.
- Develop a collaborative context:
 1. Build commitment.
 2. Commit.
 3. Sustain commitment.
- Understand a unit's motivating factor for wanting to build a partnership.
- Analyze the various forms of capital at stake – social, organizational, & partnership capital.



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