

2006 New Faculty Orientation Survey

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of new faculty in attendance 16
 # of survey responses 12
 survey response rate 75%

See page 4 for a brief summary,
 analysis, and plans for 2007

1. We designed the New Faculty Orientation to welcome you to Lehigh, to allow you to get to know the other new faculty, to provide some information you need to get started here, and to put you in contact with the various resources that are available to you. How effective did you find the orientation, as a whole?

Very effective	73%	8
Somewhat effective	27%	3
Neutral	0%	0
Somewhat ineffective	0%	0
Very ineffective	0%	0

Total Respondents 11
 (skipped this question) 1

2. How effective did you find each of the individual sessions?

	Very effective	Somewhat effective	Neutral	Somewhat ineffective	Very ineffective	n/a (did not attend)	Response Total
Teaching and Learning at Lehigh I: Getting Started (Morning Session with Greg Reihman)	67% (8)	25% (3)	8% (1)	0% (0)	0% (0)	0% (0)	12
The 'No-longer-new' Faculty Panel (Reetika, Maggie, Kate)	58% (7)	42% (5)	0% (0)	0% (0)	0% (0)	0% (0)	12
Teaching and Learning at Lehigh II: The Faculty Panel (Ed, Pam, Greg)	45% (5)	36% (4)	18% (2)	0% (0)	0% (0)	8% (1)	12
Library and Technology Services (LTS)/Lehigh Lab Session	56% (5)	44% (4)	0% (0)	0% (0)	0% (0)	25% (3)	12
Benefits Orientation	63% (5)	25% (2)	13% (1)	0% (0)	0% (0)	33% (4)	12
Welcome by the Provost	55% (6)	27% (3)	18% (2)	0% (0)	0% (0)	8% (1)	12
Thriving as a Faculty Member at Lehigh (Jean Soderlund and Pam Pepper)	30% (3)	60% (6)	10% (1)	0% (0)	0% (0)	17% (2)	12
A Word from the Dean of Students Office	55% (6)	45% (5)	0% (0)	0% (0)	0% (0)	8% (1)	12
Research Orientation	64% (7)	27% (3)	9% (1)	0% (0)	0% (0)	8% (1)	12
College-specific Welcome	43% (3)	29% (2)	29% (2)	0% (0)	0% (0)	42% (5)	12

3. Please comment on what you found to be particularly effective or ineffective about these sessions. What, if anything, would have made them better? (Please be specific enough so I know which sessions you are describing.)

1. It's difficult to meet the needs of the various needs of new faculty....It seemed though that most folks were interested in classroom management techniques. Also, I think all could benefit from general teaching methods instruction (i.e. course, unit, and lesson organizers).

2. Overall, the orientation program was very well organized and a huge benefit to me as a new faculty member! I really appreciate the effort. The research orientation on the 2nd day was helpful, but might be more so if it were done separately for science/social science/humanities -- some of the material was a little too general for the particular disciplines and some was also not applicable for particular disciplines. Again, overall, I came out of orientation with the sense that there is tremendous support in place for new faculty, and a much better awareness of the resources available.

3 Unfortunately, scheduling difficulties had me in 2 orientations at the same time so I missed all of Thursdays session. I had a session with LTS and HR, though, at another time that I found to be very helpful. One additional comment, I am sure that much of the information was helpful to those teaching undergrads, although as I will be teaching only grads, it was less so (still interesting, though, and useful in getting to know the institution).

4. Classroom technology: It would be much more effective if we could be broken into small groups, taken to a tech rich classroom, and had some hands on experience with the controls/equipment. Library: we should have met with our dept. Librarian

5. There was an overload of information.

6. Recommendations relevant to the issue of mitigating 'information overload': *Extend 'No-longer-new' session and allow for more discussion (Q&A). *'Teaching and Learning at Lehigh II: The Faculty Panel' - remind panel members they are speaking to new faculty from all colleges, not just their individual colleges. Keep the topics/advice relevant to all colleges, or don't provide any at all. *Library and Technology Services (LTS)/Lehigh Lab Session' was outstanding. *Less tangents, more focused, to-the-point 'Benefits Orientation.' Tell us what we need to know, not stories that may apply to rare cases. Ask participants to ask non-generalizable individual specific questions at a one-on-one time. *'Welcome by the Provost' was interesting. *'Thriving as a Faculty Member at Lehigh' - I must have zoned out here, so ??? *The last two sessions were excellent. *

7. Since several of us are not native English speaker, if some information about ESL-related support (only if there is any) are provided, it would be greatly helpful to some of us.

4. Which, if any, of the following options would you have preferred to this year's format?

	Percent	Total
Don't change anything!	33%	4
Keep the same format, but hold it on Tues. and Wed. and Thurs and keep Friday free.	17%	2
Keep it on Wednesday, Thurs and Fri, but have different events (explain in Q5).	0%	0
Other suggestions about the logistics? (below)	50%	6

1. Coordinate scheduling to the extent possible, although I know this is difficult.

2. Despite wanting more personalized consultation with benefits, librarians etc. I think two days is about the limit

3 Hold it on Tuesday and Wednesday and leave Thursday and Friday free for class preparation.

4 hold it on Tue. and Wed.

5 It would have been helpful if the orientation had been held a week earlier. I had already completed and duplicated my syllabi, but would now like to add a couple of things after attending orientation. Having a better idea of what students were like before I started planning classes also would have helped.

6. Separate the LTS and Benefits sessions. Have 1 each day (first session).

5. If the Orientation were modified or expanded, what sessions would you add?

	Percent	Total
Campus tour	44%	4
Campus history	33%	3
Student panel	11%	1
Workshop on syllabus/course design	11%	1
Workshop on grading/effective	11%	1
Workshop on effective lecturing	44%	4
Workshop on leading effective	11%	1
Workshop on learning theory	11%	1
Workshop on teaching with technology (beyond the sessions with LTS)	22%	2
Sessions with other campus units (explain	0%	0
Other (please specify below)	33%	3

1. I think many of the above workshops sound very useful, although I don't know that I would include them in orientation. Providing them at various points during the semester might be better.
2. There was no mention of administrative responsibilities over graduate students, postdocs, technicians, work study students...except that we are responsible for thier safety
3. I think even veteran teachers can benefit from these things!

6. In the coming year, we plan to hold a number of faculty development workshops, talks, and luncheons. Which of the following topics would you like to see discussed at a Faculty Development event?

	Very Interested	Somewhat Interested	Not Interested	No Opinion	Response Total
Syllabus Design and Development	30% (3)	20% (2)	40% (4)	10% (1)	10
Principles of Effective Lecturing	64% (7)	18% (2)	9% (1)	9% (1)	11
Improving Student Participation/ Fostering Active Learning	64% (7)	18% (2)	9% (1)	9% (1)	11
Collaborative Learning	44% (4)	33% (3)	11% (1)	11% (1)	9
Grading and Other Forms of Assessment	12% (1)	38% (3)	50% (4)	0% (0)	8
Academic Integrity (plagiarism etc)	12% (1)	12% (1)	50% (4)	25% (2)	8
Information Literacy	12% (1)	25% (2)	38% (3)	25% (2)	8
Grade Inflation/Grading Standards	60% (6)	10% (1)	20% (2)	10% (1)	10
Do What the Best Teachers Do (principles of excellent teaching)	70% (7)	20% (2)	10% (1)	0% (0)	10
Making Sense of Student Evaluations	38% (3)	25% (2)	25% (2)	12% (1)	8
Successful Research Practices	73% (8)	0% (0)	18% (2)	9% (1)	11
Successful Publishing Practices	64% (7)	0% (0)	27% (3)	9% (1)	11
Research Integrity	0% (0)	0% (0)	50% (4)	50% (4)	8
Effective Advising	45% (5)	18% (2)	36% (4)	0% (0)	11
How to Balance Research, Service, and Teaching	73% (8)	9% (1)	18% (2)	0% (0)	11
Presentation Skills (Powerpoint, etc)	56% (5)	22% (2)	11% (1)	11% (1)	9
Blackboard Fundamentals	50% (5)	10% (1)	40% (4)	0% (0)	10
Blackboard-Beyond the Basics	60% (6)	10% (1)	20% (2)	10% (1)	10
Electronic Collaboration Tools	33% (3)	22% (2)	44% (4)	0% (0)	9
Basics of Online Instruction	38% (3)	12% (1)	50% (4)	0% (0)	8
Effective Web-mediated Discussions	50% (5)	0% (0)	30% (3)	20% (2)	10
Effective Web-mediated Assessment	50% (5)	0% (0)	30% (3)	20% (2)	10
Using Digital Media	50% (4)	12% (1)	25% (2)	12% (1)	8
Total Respondents					12
(skipped this question)					0

7. Please list any other topics, not included in Q12, that you would like to see at an upcoming Faculty Development event.

1. Other software for teaching, such as 'Inspiration'???

8. If you have any other comments or suggestions about the New Faculty Orientation, please include them here.

1. I really enjoyed our sessions. Further, I appreciate the opportunity to meet the other new(er) faculty. Also, I appreciate the positive manner in which discussion was fostered. Thank you!
2. Consolidate all hand-outs into a single binder. Distribute at the beginning of the orientation. The binder should be organized such that it can be used as a reference book for the new faculty that they can put on their shelf in their office.
3. I think you did a great job, thanks to everyone for your time and efforts
4. I wish the first place I taught had done something like this. The best parts of the orientation were those that focused on Lehigh-specific things (where to go for help, etc.). Thanks.

Summary

Overall, the new faculty enjoyed and appreciated the orientation. Nearly three-quarters of the respondents rated it as "very effective" and the other one-quarter as 'effective overall, and individual sessions all received high marks. Also, the new faculty expressed their appreciation in other forms (email, personal notes) after the orientation was over. We believe the orientation benefitted from the changes made from our assessment of the 2005 orientation, namely the addition of the 'no-longer-new' faculty panel, a broader disciplinary focus, an increase of unscheduled time, and an extended time for the benefits orientation.

Based on an analysis of this survey, we plan to make the following changes for the 2007 orientation (based on decisions made at the 9/13/2006 Mentoring Committee Meeting):

- communicate earlier with the colleges to help avoid double booking the new faculty
- send syllabus development information to faculty before the orientation
- increase disciplinary representation on the second faculty panel
- adjust the LTS session to allow for more time in the college-specific teams
- consider having the benefits orientation separately, earlier in the week
- coordinate the faculty panels to avoid overlap of presentation topics.
- pre-schedule and announce follow up orientation sessions on other teaching topics, mentoring, etc.
- plan a follow-up session on working with graduate students (supervising, teaching, etc)