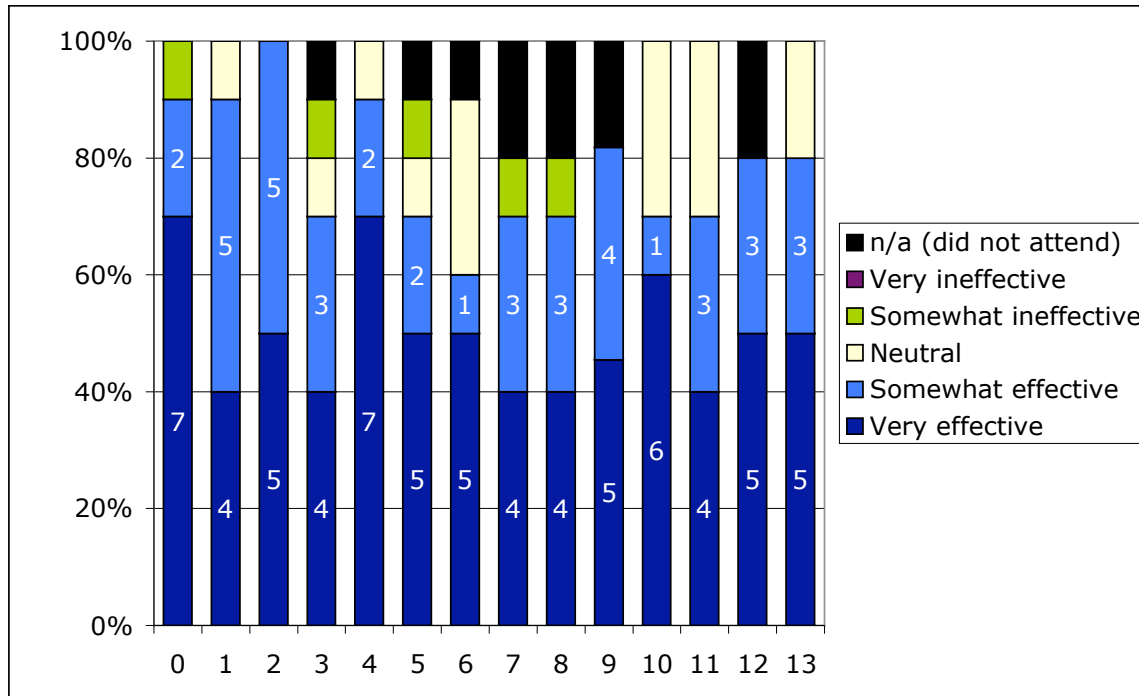


Results of the 2007 New Faculty Orientation Survey: Lehigh University

Immediately after the 2007 New Faculty Orientation, all new faculty were invited to complete a brief online survey. Of the 20 who attended, 10 completed the survey. These are the questions and the responses, in aggregate.

Question 1 and 2: We designed the New Faculty Orientation with the following goals in mind: welcome you to Lehigh; help you to get to know the other new faculty; help you get an initial sense of Lehigh's teaching and research cultures; get you the information you need to get started here; and put you in contact with the various resources that are available to you.

How effective did you find the orientation (as a whole, and each individual session)



0. Orientation as a Whole
1. Teaching and Learning at Lehigh I: Getting Started (Greg Reihman)
2. The 'No-longer-new' Faculty Panel (Reetika, Maggie, Kate)
3. Teaching and Learning at Lehigh II: "What Do the Best College Teachers Do?"(Reihman)
4. LTS-Classroom Technology (Elia Schoomer)
5. LTS-Instructional Technology (Sherri Yerk-Zwickl)
6. LTS-Library Resources (Jean Johnson)
7. LTS-College Team Breakout (LTS Staff)
8. Benefits Orientation (Tim Hinkle and Tammy Shellock)
9. Welcome by the Provost (Mohamed El-Aassar)
10. Thriving as a Faculty Member at Lehigh (Jean Soderlund)
11. Essentials from Dean of Students' Office (Cheryl Ashcroft)
12. Research Orientation (Bruce Koel et al.)
13. College-specific Welcome

Question 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.)

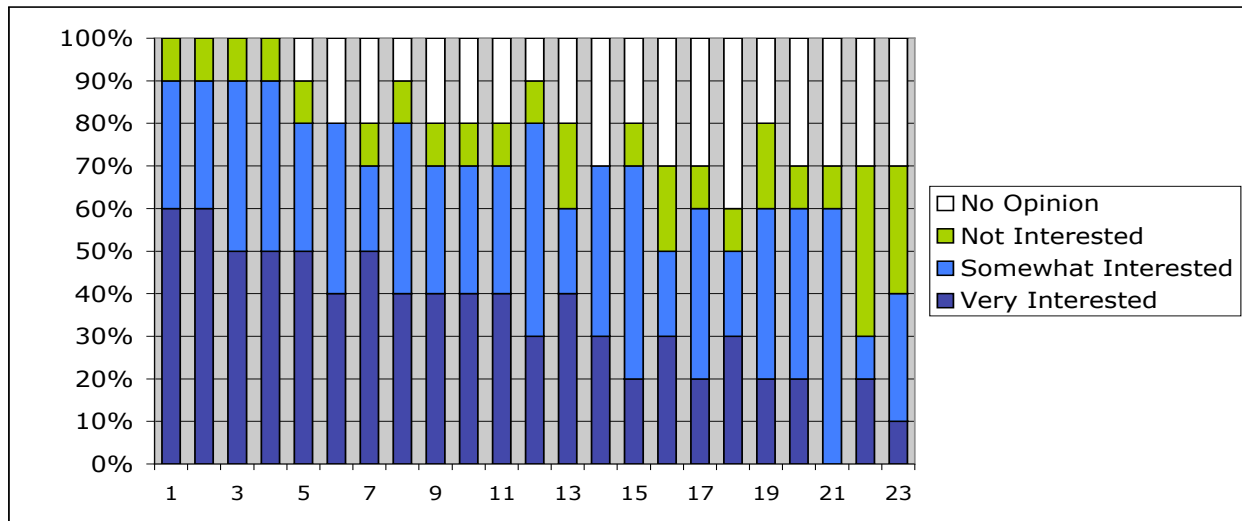
1. The sessions on teaching were interesting, but I felt like I did not learn anything new. I really wanted to learn more about Lehigh during the orientation, instead of focusing on my own teaching strategies, etc.
2. I would much rather have heard Greg Reihman talk about his personal experience teaching at Lehigh than have done his group exercise on teaching. The vast majority of the incoming professors already have teaching experience; they aren't going to change their practices based on general, non-discipline-specific platitudes about what makes a good teacher. Rather, they'd benefit from information about Lehigh specifically - e.g., how does teaching here differ from teaching at big state schools?
3. A more discipline-oriented approach to research would be more valuable. Music faculty have a very different set of goals for research than science and engineering faculty.
4. The benefits discussion, while certainly necessary, was a little long and too late in the day. I would suggest combining it with a more interactive session before or after the presentation.
5. The Bruce Koel et al. got a little tedious for me (College of Ed) I don't have a lab, don't have safety concerns or proprietary/patentable info coming out of my research. Might be good to give a quick survey of those topics for A&S and COE people, but then let the Engineering folks go off separately to get heavy into those topics.
6. In general, it was informative and encouraging but it was entirely too long and way too much detail. We basically had very few breaks and just constant information flow. The intellectual property transfer presentation was particularly mind-numbing. The teaching activity that we did in groups with Greg was the best part and similar activities should be added. Also, there was essentially no time for the new faculty to talk amongst ourselves...that was suboptimal.
7. Hearing about teaching and research practices was very informative. Also, seeing that there are so many people out there to help you with any question, idea, or concern you might have is very encouraging! Keep it up - I would not change a thing!

Question 4. Which, if any, of the following options would you have preferred to this year's format? "Keep the same format, but hold it earlier" (4 responses); "Keep it on Wednesday and Thursday, but have different events" (1 response); "Don't change anything" (2 responses).

Elaborate here, or offer other suggestions about the logistics

1. I would have loved more information on some of the initiatives at Lehigh, for example, nobody has mentioned anything about the Global Lehigh report, about the special UN connection, etc. I think this should have been covered during the orientation to give us a better feeling for the overall vision of the university.
2. Start orientation on our appointment date, Aug. 15, so that we have more time before the beginning of classes to get acquainted with the University and make benefits decisions. Much of what was said at orientation I found out on my own in the two weeks prior, because if I had waited for orientation, I wouldn't have been ready to teach now.
3. At the end of the week before classes start, there are many other things I should be doing other than orientation.
4. Schedule it earlier than the Wed of the week before classes start. This was the only thing I would do different.
5. Doing it before the freshman move-in would be good—campus is less crowded. Also: if a new faculty wanted to volunteer to help during freshman move-in, they could.) Plus more time to get set up, get syllabi in order can't be bad.
6. I actually would have liked to participate more with the freshmen orientation and was a little disappointed that our own orientation conflicted with it.

Question 5. 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? (Presented here in order of descending interest)



- | | |
|---|--|
| 1. Successful Research Practices | 13. Blackboard Fundamentals |
| 2. Successful Publishing Practices | 14. Electronic Collaboration Tools |
| 3. Effective Web-mediated Discussions | 15. Grading & Other Forms of Assessment |
| 4. Effective Web-mediated Assessment | 16. Collaborative Learning |
| 5. Blackboard-Beyond the Basics | 17. Information Literacy |
| 6. Effective Advising | 18. Do What the Best Teachers Do
(principles of excellent teaching) |
| 7. Presentation Skills (PowerPoint, etc) | 19. Making Sense of Student Evaluations |
| 8. Using Digital Media | 20. Research Integrity |
| 9. Principles of Effective Lecturing | 21. Academic Integrity (plagiarism etc) |
| 10. Improving Participation/Fostering Active Learning | 22. Syllabus Design and Development |
| 11. Grade Inflation/Grading Standards | 23. Balancing Research, Service, and Teaching |
| 12. Basics of Online Instruction | |

Question 6. Please list any other topics, not included in Q5, that you would like to see at an upcoming Faculty Development event.

- 1 Grant writing workshop; Using clickers in the classroom; Effective writing assignments for science courses
2. The only suggestion I would make is that these workshops should be held as to no to conflict with our other duties. Perhaps Friday afternoons would be a good idea.

Question 7. If you have any other comments or suggestions about the New Faculty Orientation, please include them here.

1. Thanks for a great orientation and an amazing opportunity to meet all the people!
2. I think the new faculty should receive a lot of the same materials new students get—course catalog, policies, etc. since we will be leading courses with those policies. A campus tour would also have been nice.
3. Thanks to Greg - great job!
4. Provide more time between the faculty session and the faculty partner session - need time to hand off children, deal with parking. Our Thursday session ended at 12:00, and the partner lunch started at 12:00, two blocks away. Needed a few minutes to collect the kids, move the car. All that being said: Phenomenal job. In anyone else's hands, this would have been an absolute horror-show. You have a great touch for this, making it both interesting and useful. Keep it up.
5. Thanks for the food! :)