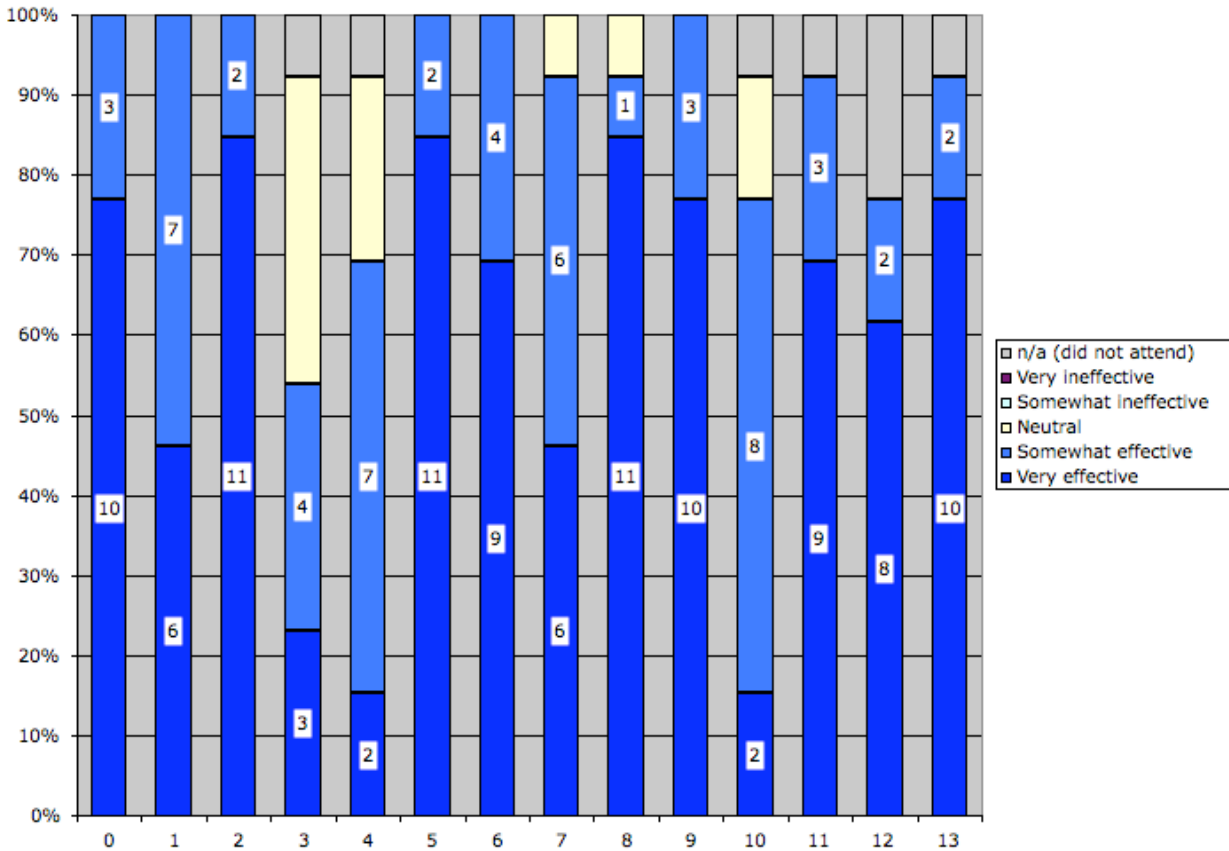


2008 New Faculty Orientation Survey Report

Prepared by Greg Reihman, Director of Faculty Development

Immediately after the 2008 New Faculty Orientation, all new faculty were invited to complete a brief online survey. Of the 25 who attended, 13 completed the survey.

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)



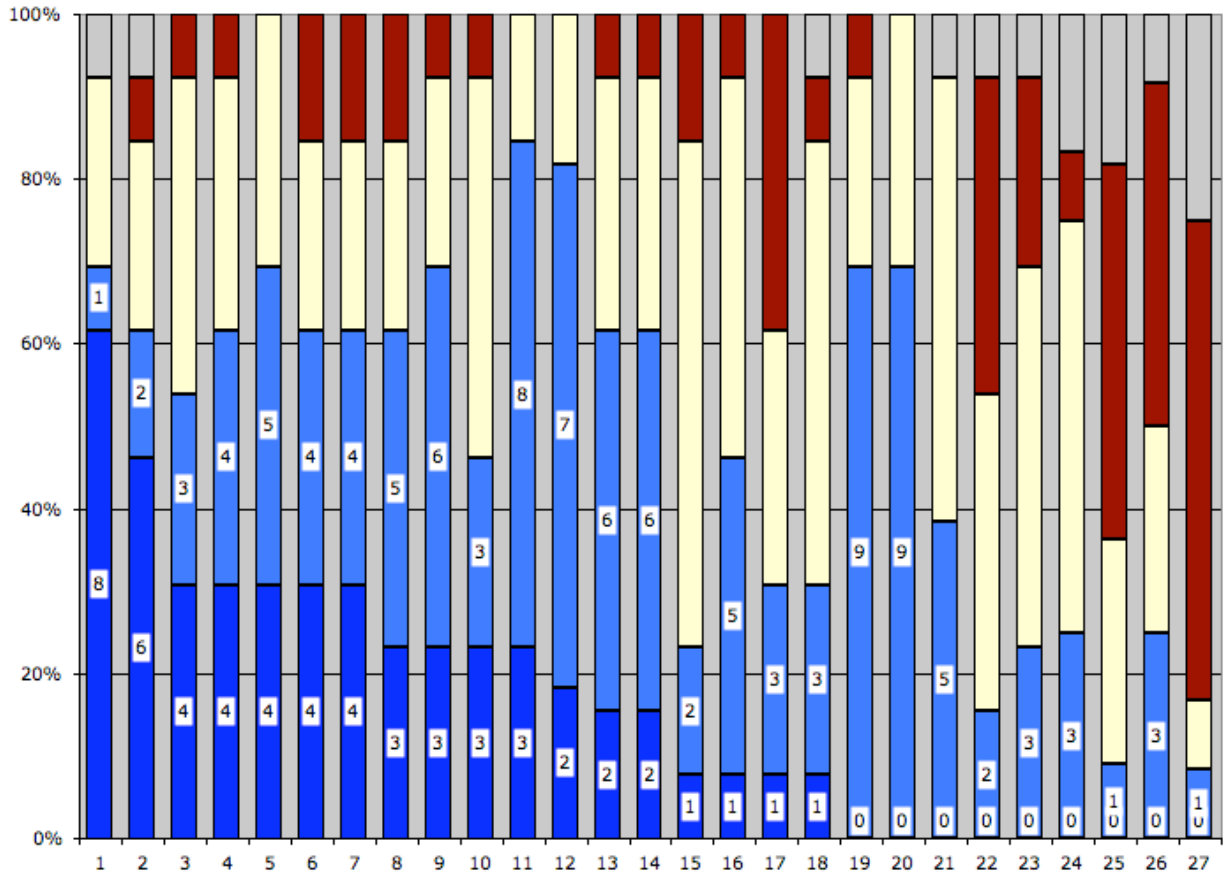
0. The Orientation as a whole
1. Teaching and Learning at Lehigh I: Getting Started (Greg Reihman)
2. The 'No-longer-new' Faculty Panel (Reetika, Maggie, Kate)
3. Teaching and Learning at Lehigh II: "What Do the Best College Teacher's Do?" (Greg Reihman)
4. Research Orientation (Bruce Koel et al.)
5. Benefits Orientation (Tim Hinkle and Tammy Shellock)
6. Welcome by the Provost (Mohamed El-Aassar)
7. Thriving as a Faculty Member at Lehigh (Sharon Friedman)
8. Essentials from Dean of Students' Office (Cheryl Ashcroft)
9. Essentials from the Registrar (Bruce Correll)
10. Academic Initiatives at Lehigh (Carl Moses)
11. Library and Technology Services (LTS)/Lehigh Lab Sessions (Sherri Yerk-Zwickl, Jean Johnson, Allen Kingsbury, & LTS College support teams)
12. Campus Tour
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. I've been through several of these orientations, and I found this one to be particularly effective.
2. More information on the IRB review process would be helpful. There was not enough time to answer questions on this topic.
3. It was great to discover all the resources available to us. The teaching workshop was least helpful. I think orientation is a time when we are all from very different fields and have so many logistical questions that talking about classroom strategies is a distraction.
4. I thought the orientation was great as a whole. Some of the sessions (e.g., the Research session) threw a lot of information at us in rapid succession from a number of different individuals. These sessions may have been improved if one representative of each office did the talking, referring to other individuals when appropriate. And the Teaching and Learning II session was good in principle, but it wasn't entirely clear ahead of time that we should have been working on this activity while eating -- I think most of us ended up engaging in extra-curricular conversations with the other faculty instead.
5. I was pleased with the overall orientation. The items I rated slightly lower are because I would have liked a better organized list of all the external funding opportunities and academic initiatives.
6. Particularly effective: The 'No-longer-new' Faculty Panel (Reetika, Maggie, Kate). It's great to learn from specific/personal stories. Particularly ineffective: none
7. I understand why there is an interest to keeping us together, but I think it would be more useful to separate ONLY for the VERY college specific sessions. For example, I don't think I needed to be in the "handling radioactive material" or the "grant proposal" section as a member of the CBE.

Question 4. 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)

- Dark Blue = Would definitely attend, schedule permitting
- Light Blue = Might attend
- Yellow = Would not attend an event but would access online materials
- Red = Not interested
- Grey = Unsure/No opinion



- | | |
|---|---|
| 1 Effective Advising | 15 Academic Integrity (plagiarism, using Turnitin, etc) |
| 2 How to Balance Research, Service, and Teaching | 16 Making Sense of Student Evaluations |
| 3 Grading and Other Forms of Assessment | 17 Research Integrity |
| 4 Grade Inflation/Grading Standards | 18 Effective Web-mediated Assessment |
| 5 Do What the Best Teachers Do (principles of excellent teaching) | 19 Syllabus Design and Development |
| 6 Successful Research Practices | 20 Collaborative Learning (Teaching with Groups) |
| 7 Successful Publishing Practices | 21 Electronic Collaboration Tools |
| 8 Designing Effective Writing Assignments | 22 Basics of Online Instruction |
| 9 Improving Student Participation/Fostering Active Learning | 23 Effective Web-mediated Discussions |
| 10 Presentation Skills (Powerpoint, etc) | 24 Teaching with Digital Media |
| 11 Blackboard-Beyond the Basics | 25 Educational uses virtual reality and enhanced visualization |
| 12 Principles of Effective Lecturing | 26 Educational uses of personal publication and broadcasting technologies (e.g., blogging, podcasting, etc) |
| 13 Information Literacy (how to help students find and use information) | |
| 14 Blackboard Fundamentals | |

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

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

1. Thank you!
2. Leave more time for the benefits orientation.
3. "The Lehigh student" INFORMAL and FORWARD session would be useful