



New Faculty Orientation Panel

Panelists:

Diana Ashe, UNC Wilmington
Dorothe Bach, University of Virginia
Diane Boyd, Furman University
Riley Caldwell O'Keefe, Amherst College
Martha Diede, Syracuse University

Institutional Profiles

AMHERST COLLEGE

A private, residential, historically predominately white, highly selective liberal arts college in Amherst Massachusetts. Amherst College uses need blind admission policies. It has 1800 undergraduate students, 11 percent are first generation students, 20 percent are pell grant eligible, 45 percent identify as domestic students of color and nine percent are international students. There are 209 full-time faculty and no adjunct faculty but several full-time faculty are non-tenure line lecturers or visiting faculty.

Situational factors: [New faculty orientation](#) is relatively new as a formally organized event. The Provost's office plays the managing role for the overall structure and development of support for new faculty but the [Center for Teaching and Learning](#) has primary responsibility for some aspects both within and outside of the formal faculty orientation.

Goals: Our goals are directed toward our CTL's learning outcomes that support our three broad strategic priorities: to build community that inspires pedagogical growth, support adoption and implementation of effective, evidence based inclusive teaching practices, and cultivate a culture of iterative reflection about teaching and learning. New faculty orientation is primarily focused on community building that sets the stage for making progress toward the two latter strategic priorities.

Assessment: Our CTL developed eight faculty learning outcomes and 10 additional learning outcomes to assess additional aspects of our work. We utilize these as guideposts and as focal points for assessing our programming and services. This year

we are collecting multiple reflective writing artifacts and we will also collect quantitative and qualitative survey and focus group data.

Activities (program highlights): New faculty orientation officially occurs over three days in late August and continues with a once-a-month lunch series. The first and third day are a fire hose of people and departments including a one-hour session intended to increase visibility and engage new faculty with the instructional staff offices on campus. The CTL director works with the other directors to engage new faculty in an interactive session during this hour designed to surface their hopes and perceived challenges about teaching at Amherst College and the ways that each of our offices might support their hopes and address their challenges. The second day is the [Provost's Retreat on Teaching and Learning](#). Outside of this formal program the CTL offers more intimate conversations on teaching in which more experienced faculty bring copies of their syllabi and answer new faculty questions about teaching while we eat lunch. We also provide undergraduate STEM TA training in fall and spring.

Lessons learned: In whatever way we have the ability to do so, we are trying to slow down the pace and really engage with faculty while also providing tools for knowing how to access just-in-time teaching resources throughout the year. Additionally, we are continually improving our assessment strategies – balancing what we're collecting with what we have the bandwidth to assess and, as much as possible, to have integrated assessment that is a learning tool for faculty.

Stretch Space (Things We Dream of Trying): I would like us to more intentionally gather examples of how new faculty see themselves as teachers in order to begin tracking dispositional as well as praxis impact.

FURMAN UNIVERSITY

A private, co-educational, liberal arts college in Greenville, SC. Became a secular institution (separating from the South Carolina Baptist Convention) in 1992. 2700 undergraduate day students, 200 graduate students, 233 full-time faculty, and 580 administrative and staff colleagues.

Situational factors: We welcome about 20 new tenure-track faculty and 5 lecturers per year. This will be the first year that a professional educational developer has led the New Faculty Orientation design and facilitation. In the past years, a faculty-led faculty development committee and more recently, a faculty director have worked with the administration to support new faculty colleagues. This year we created a

Goals:

- Introduce colleagues to Furman's academic culture.
- Help colleagues co-create community.

- Empower colleagues to know where and how to find “just in time” resources and helpful colleagues across the university.

Assessment: We will assess program effectiveness via pre/post sense of belonging scales, proliferation of the NCFDD’s mentor map, and the Teaching Perspectives Inventory.

Activities (program highlights): We have an initial academic affairs orientation (5 hours) as well as a year-long program for new faculty and mentors. Mentors are invited to participate in lunch during the 5-hour orientation and the “First Year @ Furman” programming throughout the year. We use case studies for policy review and crowdsource the groups questions, then distill them with “voting” using padlet. This year we are incorporating student-led campus walking tours directly after lunch on the academic affairs orientation day.

Lessons learned: Avoid information overload (beware the firehose!) and model, as much as possible, evidence-based active learning approaches. Be ready for anything on the day!

Stretch Space (Things We Dream of Trying):

- Acronym bingo
- New Faculty Adventures (off campus retreat prior to the faculty retreat)

SYRACUSE UNIVERSITY

Situational factors: private, co-educational, R-1 in Syracuse, NY, with 7 centers abroad: 4 centers hire their own faculty and do their own faculty orientations. Currently on a hiring binge: 120 new faculty this year; expecting 150 + next year. Center supports, but the Assistant Provost for Faculty Affairs runs the event. 15,000 undergraduate students; 6,600 grad students; 600 law students; 1,100 tenured & tenure-track faculty; 800 non-tenure-track faculty appointments; 400-500 faculty abroad. 3,500 staff.

Goals: Associate Provost for Faculty Affairs’s Goal is “Welcome to Syracuse” and creation of community. My goal as CTLE director is to highlight the resources that the CTLE can provide to make faculty successful.

Assessment: Do attendees like it? Do attending departments report that they have appropriate contact with new faculty post event? Brief survey instrument & collection of anecdotal evidence

Activities (program highlights): Teaching panel and one 50-minute session is responsibility of CTLE. Not a total firehose. Conference-style on three tracks: tenure & tenure-track; non-tenure-track; work-life balance. Putting together communities of

practice that faculty can sign-up to attend during the fall semester run by teaching-award winning/long-term faculty. Chancellor's House does their own reception. Sticky questions about how to live in the area (i.e. what to buy for winter? What is undercoating? Where do I get it done?); resource fair

Lessons learned: Borrowing from our friends at UNC-Wilmington, stop the firehose & create opportunities for people to talk and connect; lots of opportunities for people to ask questions about what concerns them.

Stretch Space (Things We Dream of Trying): Engaged/Transparent Teaching workshop; Course Design Intensive; Absolute dream = puppy room

UNIVERSITY OF NORTH CAROLINA WILMINGTON

public, master's comprehensive transitioning to R2 institution. 14,592 undergraduates, 2295 graduate students. Hiring 60-100 faculty per year recently, especially in health professions, but fewer this year.

Situational factors: three-day program including full-day tour of campus and community research sites on the second day. Half-day Engaged Teaching Institute on day three. Center created New Faculty Orientation more or less in its current format more than a decade ago and is entirely responsible for planning and executing Orientation.

Goals: Welcome new faculty to the university and community; acquaint them with campus resources and our unique culture; and encourage their engagement in Center and university programs.

Assessment: participant attendance and survey instruments

Activities: lingo bingo, diversity and inclusion student voices session, panel discussions and Q&As, second-year mentor lunch, resource fair, reception at Chancellor's house, campus tour with beloved retired administrator tour guide, tour of community-based research sites, half-day Engaged Teaching Institute, etc.

Lessons learned: Turn off the fire hose and encourage new faculty to talk to one another as much as possible. Movement and interaction increase engagement.

Stretch space: We are expanding interaction this year, borrowing ideas from our friends at UNCG. We are also trying for the first time sessions that separate tenure-track and non-tenure-track faculty to meet their differing needs. And we'll have puppies this year! Lots of stretching!

UNIVERSITY OF VIRGINIA

public, R 1 institution, residential, historically predominately white, highly selective state university in Charlottesville, VA. 16,000 undergraduate students, 6,700 graduate students, 3,000 full-time faculty, and 11,000 administrative and staff colleagues.

Situational factors: Currently, we are welcoming about 100 new tenured, tenure-track and non-tenure track “general” faculty per year. For many years, UVA’s [Center for Teaching Excellence](#) (CTE) designed and facilitated a one and a half day teaching workshop for new faculty and graduate student TAs. For the past few years, however, our Provost Office has been overseeing orientation activities and as a result teaching workshops are now integrated into a comprehensive two-day New Faculty Orientation. In addition, to presenting sessions at this New Faculty Orientation, CTE also organizes a separate, day-long teaching orientation for new graduate student TAs -- [Teaching as a Graduate Student](#).

Goals: Welcome faculty, introduce them to the institution’s history and culture, expose them to select resources, and excite them about their work in the classroom.

Assessment: Participant satisfaction, attendance.

Activities (program highlights):

Integrated into the Provost Office’s new faculty orientation are these three sessions on teaching...

- Historic tour of campus
- The Six Secrets of Successful Teaching (60 min interactive workshop)
- [UVA Acts](#): Inclusive Teaching Toolkit (60 min theater-facilitated workshop on creating inclusive learning environments)
- Engaging Students as Partners in Teaching and Learning (60 min luncheon, undergraduate students share their perspectives on what motivates and excites them in the classroom – low hanging fruit, easy to organize, highly rated by participants, communicates to new faculty that undergraduate education is valued, lowers the barrier for faculty to see students as resources. Contact Dorothe Bach at bach@virginia.edu if you’d like a details about the facilitation guide, student preparation, etc.)

Lessons learned: The tendency is to try to do too much and overwhelm faculty. We are continuously reassessing what is most important for faculty to know now, what needs only a brief introduction, and how we can follow up with offerings throughout the year. During the orientation, we highlight pathways for continued professional learning and promote relevant programs such as [Ignite](#), our comprehensive teaching development program for new faculty consisting of a week-long Course Design Institute and a semester-long learning community.

Stretch Space (Things We Dream of Trying): Like in many other institutions, the starting date for new faculty is one week prior to the semester. We would like to change that and allow for time for faculty to participate in a week-long Course Design Institute or similar experience to help them get prepared for the work in the classroom. Because of UVA's complicated history and the continued tensions between UVA and the community, it would be useful to have a walking tour of the City to sensitize newcomers and invite them to become engaged citizens not only of the University but also the community.