



**New Faculty Orientation 2013  
Summary Report  
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## Executive Summary

Each year The Wallace Center (TWC) designs and delivers RIT's New Faculty Orientation Program. This orientation focuses on three key success factors for new faculty: **introduction to critical information; socialization with their cohort and RIT culture; and network building within and across colleges and disciplines.**

The overarching goals for orientation were to:

- Reinforce new faculty's decision to join RIT by providing a welcoming and helpful first experience on campus.
- Model effective instructional design and teaching practices.
- Help new faculty prepare for their first week of class.
- Ensure successful assimilation to RIT, consistent with best practices in onboarding new employees, by showing them the resources, people, systems and materials they need to succeed.
- Provide an opportunity for new faculty to connect with their peers and with others at the university, following RIT's faculty mentoring model.

NFO 2013 was unique as the Faculty Career Development Services (FCDS) team worked in close collaboration with liaisons from the newly formed Innovative Learning Institute (ILI), to ensure that an orientation program was delivered that would not differentiate between the services of TWC and ILI. In addition, the FCDS team worked with Human Resources, the Office of Faculty Recruitment, and several veteran faculty to design a powerful orientation program for our newest cohort.

This year 83.5% (76 out of 91) of RIT's new faculty attended the orientation sessions held on August 14 and 15. FCDS coordinated the overall format and delivery for the two days of orientation with presentation-style sessions on Wednesday, concluding with a social reception. Thursday started with breakfasts at each faculty's individual college, followed by ILI-facilitated sessions that included an overview of Teaching and Learning Services, *Navigating the RIT Systems*, and concurrent sessions covering myCourses, SIS, academic technologies, and individual meetings with instructional design consultants. Thursday afternoon was devoted to a Human Resources Benefits session, concluding with optional one-on-one meetings with HR representatives.

The 76 attendees at NFO included faculty from all nine colleges, as indicated in Table 1. Faculty in attendance by rank is indicated in Table 2.

Table 1, Faculty at NFO by College	
CHST	1
NTID	3
SCB	3
CAST	4
KCGOE	9
GCCIS	10
CLA	13
COS	14
CIAS	19

Table 2, Faculty at NFO by Rank	
Lecturer	30
Assistant Professor	21
Visiting Assistant Professor	16
Professor (and Department Head)	3
Associate Professor	2
Visiting Professor	2
Visiting Lecturer	2

### **Adjunct Faculty Orientation**

Additionally, the FCDS team collaborated with representatives from the Innovative Learning Institute and RIT Libraries to host an Adjunct Faculty Orientation (AFO) in August. A 90-minute session was held to orient adjunct faculty and offer resources to the group of 20 participants. Their orientation session included: an overview of faculty support services for ongoing development, assistance with instructional design and technology usage, and information on Library access and resources. Based on feedback from earlier AFOs, we offered this group of faculty a 30-minute session on the use of myCourses and an overview of the SIS system; participants rated this session very highly. (See Appendix A for *AFO At-Event Feedback*.)

## Program Changes for 2013

Each year changes to New Faculty Orientation topics, scheduling, and materials are implemented in response to feedback from the previous year. Changes to NFO 2013 are described below.

### ***New Faculty Online Handbook***

<https://wiki.rit.edu/display/NFO213/New+Faculty+Orientation+2013+Handbook>

This was the second year for our NFO Online Handbook, a sustainable resource that new faculty can return to as often as needed and can be accessed by newly hired faculty who join RIT at any time throughout the academic year. The majority of materials presented to new faculty are posted online, rather than providing printed copies. Staff from ILI and HR collaborated with FCDS to ensure their materials were current. New this year, responses to the questions faculty posed at NFO were posted on a new Q & A page at:

<https://wiki.rit.edu/pages/viewpage.action?pageId=83887096>. The online handbook remains "live," in that the NFO team continues to add useful resources or updated information as it becomes available.

### ***NFO Presentation Session Revisions***

As a result of the large number of new faculty at Lecturer rank this year (see Table 2), the team guided presenters to modify their sessions slightly to be more inclusive of all, rather than just tenure track faculty. For example, at the *Faculty Mentoring @ RIT* session, the message included how valuable the mentoring model is to faculty at all ranks, at all stages of one's career. Similarly, the session on *Your RIT Career* was slightly re-worked so as not to exclude this important population of our new faculty. The Online Handbook *Session Details* section <https://wiki.rit.edu/display/NFO213/NFO+Session+Details> lists an overview of each session along with presentation slides and related resources.

Day 1 sessions included:

- **Faculty Mentoring @ RIT** - *Lynn Wild*
- **The Power of the Syllabus** - *Ann Howard*
- **Networking Lunch** - An informal lunch with representatives from RIT's Sponsored Research Services and RIT Libraries' subject specialist liaisons
- **Understanding our RIT Students** - *Nicole Boulais/Dawn Soufleris*
- **Working with Deaf and Hard-of-Hearing Students Panel**
- **Your RIT Career** - *Chris Licata*
- **Social Reception** - A cocktail reception for faculty networking

Day 2 sessions included:

- **Teaching and Learning Studio: Overview of Services** - *Neil Hair*
- **Navigating the RIT Systems** - *Jeremiah Parry-Hill*
- Optional concurrent sessions:
  - **Getting started with myCourses** (in-depth session)
  - **Student Information System** (in-depth session)
  - **Meet one-on-one with an Instructional Designer**
  - **Academic technologies tour** (a demonstration of supported academic technologies)
- **Human Resources Benefits Session** (*Judy DeCoursey*), followed by optional breakout sessions with HR representatives

## NFO 2013 Survey Results

Feedback surveys were distributed and collected at the event, and a post-event online survey was emailed to faculty. At-event response rate to the survey was promising, with 56 out of 76 faculty returning completed evaluations. Day 2 feedback was not as strong, with only 18 faculty providing feedback. Response rate from the post-event online survey was very low, with only 8 out of 76 attendees completing the online form. Generally, overall feedback from our new faculty was positive with the majority very appreciative of the valuable opportunities provided to them at NFO. (See Appendix B for all NFO 2013 feedback.)

## Conclusion

Going forward, the NFO team will consider the feedback from this year's event to guide the design of the 2014 program, while remaining focused on RIT's strategic plan and Provost's Priorities. With the move to semesters and more faculty joining the ranks at various times during the academic year, thoughtful consideration will be given to a possible mid-year orientation program. Also under consideration is whether new faculty orientation should be modified to address faculty needs by rank. For example, lecturers vs. tenure-track faculty have different requirements relative to teaching, scholarship, and service, so some components of their orientation will differ. Research will be conducted as to different options that the FCDS team might consider for future programming, while remaining consistent with our overarching goals for new faculty orientation.

Additionally, Adjunct Faculty Orientation sessions will continue to be designed and delivered for new adjuncts prior to each semester.

<b>Faculty Career Development Services</b> <b>Adjunct Faculty Orientation Feedback</b>
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**1. What topics did you find most useful:**

- myCourses (7 responses)
- All, especially media services and captioning.
- Teaching Support & Library Support - this area is what I know the least about. I am somewhat familiar with myCourses. The myCourses overview was good though.
- Adjunct Faculty Checklist
- All-I learned new info on every topic!

**2. What topics did you find least useful:**

- None (4 responses)
- RIT Overview
- Screen shots were too small.
- Library (2 responses)

**3. In your opinion, the time spent on the segments was:**

	Not enough	Just right	Too much
<b>RIT Overview</b>	0	11	0
<b>Resource Portal Tour</b>	2	9	0
<b>myCourses/SIS Overview</b>	2	9	0
<b>Teaching &amp; Learning Support</b>	1	9	0
<b>Academic Technologies and Classroom Support</b>	1	9	0
<b>Media Services and Captioning</b>	0	10	0
<b>Library Support</b>	0	10	0
<b>Legal Issues and Key Compliance Issues</b>	1	9	0

**4. The event scheduling was:**

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Day of week worked for my schedule</b>	7	4	1	0	0
<b>Time worked for my</b>	7	2	1	2	0

schedule					
Location was convenient	8	2	2	0	0

**5. Was there anything not covered that you believe should be included in future sessions**

- It would be nice/useful/helpful to have a campus tour as a newbie.
- It may be helpful for each department to have its own orientation as well.
- Have an HR person present info on adjunct benefits. Should include Events Calendar (in resource portal).
- Should hold these courses earlier. Students have access to myCourses on the 19th. Getting a syllabus completed, book, and library services etc., all taken care of and on myCourses by the 19th, but Intro [AFO] is on 8/22.
- Screenshots for myCourses don't seem to match current content (at least as of this morning) e.g., role selection is shown as a bar of selectable buttons/tabs (at least on OSX and Firefox today) or is this a different widget?
- It would have been better with my work schedule to start at 4:30 or 5:00.
- It would be nice to go through a brief overview of the tools that are available in the Teaching and Learning support area.

**6. Other comments you'd like to share?**

- Great overview.

# New Faculty Orientation 2013 Event Feedback

## ***PRESENTER-LED SESSION RANKINGS – DAY 1, AUGUST 14, 2013***

Presenter-led sessions were ranked by faculty at NFO on their “usefulness” on a scale of 4-1 with 4 being the “most useful.” 71% of faculty in attendance (54 out of 76) submitted evaluations. *All of the sessions were ranked above a 3.0 on the 4.0 scale;* they are listed below in order of faculty perceptions on their usefulness as they begin their RIT career (4 = Very Useful; 3=Somewhat Useful; 2= Useful; 1 = Not Useful).

- ✓ **Working with Deaf and Hard-of-Hearing Students Panel Discussion**
- ✓ **Understanding our RIT Students**
- ✓ **The Power of the Syllabus**
- ✓ **Your RIT Career**
- ✓ **Faculty Mentoring @ RIT**

Open-ended comments on each session are listed below:

Session	Faculty Comments
<b>Working with Deaf and Hard-of-Hearing Students Panel Discussion</b>	<ul style="list-style-type: none"><li>▪ Informative, Awesome, Excellent, Helpful...</li><li>▪ Very interesting - good to hear deaf perspective.</li><li>▪ Very useful information.</li><li>▪ More great tips!</li><li>▪ This was SO helpful for me!</li><li>▪ Valuable to hear the insights of Deaf students, professor, captionists and interpreters.</li><li>▪ Good information. Built in time for questions would be nice.</li><li>▪ More time for questions. People were not able to ask very many questions</li></ul>
<b>Understanding our RIT Students</b>	<ul style="list-style-type: none"><li>▪ Great speakers, Very Good/Interesting, Awesome, Great Tips</li><li>▪ Quite frankly- teaching for 30 years: lots of <u>truth</u> to talk</li><li>▪ Very interesting - best part!</li><li>▪ A little scary.</li><li>▪ Touched on points I hadn't considered before.</li><li>▪ Funny!</li><li>▪ Heard it before but still great.</li><li>▪ Should have another session on Autism.</li></ul>
<b>The Power of the Syllabus</b>	<ul style="list-style-type: none"><li>▪ Redundant as taught 9+ years. Good speaker. Suggest provide best practice model RIT syllabus; go over and/or breakout into groups, review models missing materials - need to pick out flaws.</li><li>▪ Session went too long. Cut in half. Add a session on research services.</li><li>▪ Wish <i>there</i> would have been a more interactive element; the talk was about <u>not</u> lecturing.</li></ul>



	<ul style="list-style-type: none"> <li>▪ Great! Very informative, Very Helpful....</li> <li>▪ Ann [Howard] was an excellent and helpful presenter!</li> <li>▪ Great info and presentation - where do we get our copy of the book?</li> <li>▪ Would have liked to spend more time on topics at the end.</li> <li>▪ I have designed syllabus before. I would appreciate more RIT related info, and those who haven't taught can find resources online.</li> <li>▪ Really useful for me as a new lecturer.</li> <li>▪ Great to review RIT's policies and purpose of syllabus.</li> <li>▪ More concrete? Example syllabus?</li> <li>▪ A little long - a sample would be nice to see.</li> <li>▪ Please consider less color in the presentations. Trying to print uses a LOT of ink even when set for B&amp;W or half-tone (turns black).</li> <li>▪ Question: Are the variety of active instructional strategies more effective because they get students active, or because we are matching more learning styles? I've heard many positive things about "active learning" but some folks question the validity of "learning styles."</li> <li>▪ Interesting session!</li> <li>▪ Would love to see samples with notes</li> </ul>
<b>Your RIT Career</b>	<ul style="list-style-type: none"> <li>▪ Thanks for sharing poem "Dear Students"</li> <li>▪ Nice, easy ending.</li> <li>▪ Very motivational, Inspiring ...</li> <li>▪ I appreciated the words, made me feel great about my decision.</li> <li>▪ Message could be honed.</li> <li>▪ Very helpful</li> <li>▪ Very welcoming and inspirational &amp; felt that she was speaking directly to me.</li> <li>▪ Appreciated tie-in with university goals.</li> </ul>
<b>Faculty Mentoring @ RIT</b>	<ul style="list-style-type: none"> <li>▪ Enjoy whenever Lynn speaks!</li> <li>▪ Great idea (interdisciplinary), benefits (long-term), "constellation," ambassadors." Nice website.</li> <li>▪ Interesting, but too fast. Networking bingo was too fast .. I needed more time.</li> <li>▪ Liked moving around the room but didn't get to know anyone or gain much useful information about them.</li> <li>▪ Might be more applicable at the department level.</li> <li>▪ Missed this because I did not know where to go-would be helpful to send PDF or link to campus map along with NFO schedule.</li> <li>▪ Would like more details about the structure of the program i.e. process for formal mentors assigned</li> <li>▪ Would like to have had more details. The book is good. Maybe more discussion.</li> </ul>

## **SESSION RANKINGS – DAY 2, AUGUST 15, 2013**

Day 2 sessions were also ranked on their “usefulness” on a scale of 4-1, with 4 being the “most useful.” With less than 22% response rate (only 17 surveys were completed) and due to the structure of Day 2, it was difficult to determine the number of faculty participating in each session. As a result, numerical rankings are not included here. The open-ended comments solicited from faculty are listed in the table below.

<b>Session</b>	<b>Comments</b>
<b>Teaching &amp; Learning Services Overview</b>	<ul style="list-style-type: none"><li>▪ Very good and interesting</li></ul>
<b>RIT Systems</b>	<ul style="list-style-type: none"><li>▪ Change this to overview of 4 below topics, then have longer, more detailed sessions of all 4.</li><li>▪ Good for overview.</li></ul>
<b>Getting Started with myCourses</b>	<ul style="list-style-type: none"><li>▪ Answered other questions after session. Great info for online info.</li><li>▪ Should start with each session with some material -- step through intro, then advanced myCourses</li></ul>
<b>Student Information System (SIS)</b>	<ul style="list-style-type: none"><li>▪ Okay. Need to use before remembering.</li><li>▪ Great.</li><li>▪ I liked real time demo (SIS) vs slides of screenshots shown in myCourses section.</li><li>▪ Was able to attend both (sessions) within 30 minutes. Nice time management.</li></ul>
<b>One-to-One Meetings with Instructional Design Researcher and Consultant and Researcher (IDRC)</b>	<ul style="list-style-type: none"><li>▪ Nice job. Helped guide with other questions</li><li>▪ I would have liked to attend but others seemed more important</li><li>▪ Would have been good to know in advance who our IDRC is (maybe via a handout on day 1 since not everyone has an RIT email yet)</li></ul>
<b>Academic Technologies Tour</b>	<ul style="list-style-type: none"><li>▪ Super job in 7 minutes.</li><li>▪ Too much on clicker. Please add more on Adobe Connect and flipped classroom</li><li>▪ Great info. Did take a long time and missed the 3rd session</li></ul>
<b>Human Resources Sessions (afternoon of Day 2)</b>	<ul style="list-style-type: none"><li>▪ Thanks for answering questions at large; opinions appreciated. Would be better if not an "EAF" might forget something when delayed.</li><li>▪ Awesome - practical and relevant PPT slides. Awesome Q&amp;A's.</li><li>▪ Well worth it!</li><li>▪ How about breaking HR info into segments i.e., medical/dental, other benefits, policies. I am covered under spouse and could miss sitting here for 45 min - 1 hour!</li></ul>

## ***ADDITIONAL COMMENTS ON NFO SESSIONS***

### **Networking Lunch – Day 1:**

- Nice chance to meet peers in other colleges and technology/library support
- Nice break.
- Yummy! Great cheesecake!
- Met more new people.
- Might have been helped by grouping colleges. I didn't get much time with my librarians for my college.
- It was great to meet our librarians.
- A biological necessity. Yum.
- Nice
- Excellent food and company.
- Fun, made some good contacts and met with my sponsored project partner.
- Enjoyed the opportunity to network with other colleges/departments.
- Need to have options for people with dietary restrictions!!!

### **Breakfasts with Colleges-Day 2**

- Mostly directed to tenure faculty.
- Enjoyed this session. Useful to meet these folks and get to know them.

### **General Comments**

- It would be great to have a "reunion" in the fall semester to see how others are doing. Or some informal gathering.
- Information Overload (Day 1)
- I found the whole day very helpful and informative. (Day 1)
- I don't think the intersession breaks (5 to 15 minutes) were long enough to take advantage of the free photo service. (Day 2)

## ***POST-NFO ONLINE FEEDBACK SURVEY***

Results from the post-NFO online feedback survey were very low with only 8 responses, after two attempts. All respondents *Strongly Agreed/Agreed* that:

- The online New Faculty Handbook is a useful resource ([https://wiki.rit.edu/x/Yl\\_0B](https://wiki.rit.edu/x/Yl_0B))
- The orientation sessions were well organized.
- The orientation positively reinforced my decision to join RIT. Overall, the orientation was a good use of my time.

Open-ended questions:

### ***Q: What was the most beneficial part of New Faculty Orientation***

- Everything.
- Face-to-face meetings with administration, human resources, and academic support!
- Everything was useful. It was good to meet people from other colleges, so perhaps it

would have been good to interact a bit more with other instructors.

- Learning about the resources available in a formal, yet interesting, way was very helpful. I believe that utilizing the resources will help me teach better. I've been around RIT a few years and even though I know that resources are available on-line, seeing them explained and demonstrated by real people (and seeing the people whose names I see in emails!) makes it more likely that I will use them. When time is short, I don't want to risk trying out new things, but if I've seen them and know it is not difficult, I will go try to find that resource again. You removed barriers for trying new things. Also, networking with others in general.
- Covering the onboarding processes (HR, benefits, I-9, etc) was probably the most beneficial. I have worked for companies in the past that required me to submit my I-9, W-4, etc within the first day, but never told me where to go or how to submit them. Having clear instructions on this process and going over all of the onboarding information was incredibly, incredibly valuable.
- Get to know some of the other new faculties and learn RIT's culture through the orientation sessions.
- Getting to know resources and other faculty; information regarding with our special needs population
- I found the NTID panel discussion the most helpful. Although I have taught in several other institutions, teaching to deaf students will be new to me. This session was so informative; it really showed me the student perspective. I am no longer fearful but energized about teaching to deaf students, and I plan on taking sign language courses as soon as I get settled into my schedule here.

***Q. How can we make New Faculty Orientation more beneficial for you?***

- I'm not sure. There were lots of things that I wanted to hear more about, but most of us were pretty overwhelmed by the end of each day. I think the time was well used, and at least I know there are things I need to search for online to find more information. I don't know yet how easy these things will be to find (or how good of a job I did taking notes that will help me find the information). I haven't read through all of my packets, but it seems likely that much of the information I seek might be in one of these.
- Create a crib sheet for NFOs -- would like to be sure all tasks are completed in a timely manner. Create a calendar for NFOs -- had no idea about the Tiger Walk on Wednesday...until I read an email...
- It is already beneficial to me, and I think that it would be good that it is a requirement for all new faculty.
- I have a 3 year old and normally only work extended part time. I couldn't attend a lot of the networking events (breakfast/cocktails) because I only have babysitting for my daughter for so long... It would be great to also have a networking event on another day than the orientation, so I could meet some more of the new folks. I made some great contacts over lunch.
- Overall it was pretty good. I think it's already been too long for me to really remember what

was not up to par. Sorry for not being more helpful.

- As a tenure-track faculty, I would appreciate a networking event for tenure-track new faculties, which will provide an opportunity to understand the growing Research areas in RIT, build cross-disciplinary connection and collaboration.
- I got everything I needed, however I had been more familiar than most with internal systems. I think others may have benefited more from a longer session on the MyCourses and SIS system.
- Perhaps have a session where you break out in small groups and pair each group with a faculty or administrator who can answer questions. It was difficult to get personal questions answered and after we leave those two days, much of that "in the moment" questioning is lost.