

# **Report on the 2008 New Faculty Orientation Week**

*Faculty Center for Teaching and Learning, November 2008*

## ***Introduction***

The Office of the Vice President for Academic Affairs, in conjunction with the Faculty Center for Teaching and Learning and the Office of Human Resources, offered all adjuncts and new faculty –tenure-track and non-tenure track alike – an orientation that focused on numerous aspects of faculty work and the University community. Details of the week's activities are provided elsewhere in this report.

The New Faculty Orientation Week was held August 18-22, 2008. All new tenure-track faculty were expected (in accordance with section 14.4 of the current FSU-FFA Agreement) and all full-time temporary faculty were invited to attend the entire week's activities; all part-time faculty were invited to attend on August 19 and 20.

The report that follows describes the week's activities, faculty members' feedback regarding the activities, and recommendations for future new faculty orientations. The report is organized into four sections.

Section One: New Faculty Attendance (pages 1-3). This is a short section in which we provide data on the numbers of faculty that were invited to NFOW, attended each day and, of those who attended, how many completed the evaluation forms.

Section Two: Daily Activities, Survey Results, and Lessons Learned (pages 3-22). In this section, we provide information about each day's activities, faculty feedback regarding the activities, and lessons learned based on the feedback.

Section Three: An Overall Look at the Week (pages 23-32). Here, we present feedback provided by the faculty on the final day of the New Faculty Orientation. We also share our reflections on what lessons can be learned from this feedback.

Section Four: Final Thoughts (pages 32-33). In this, the final section of the report, we offer some general observations and recommendations about the new faculty orientations – past and future.

## ***Section One: New Faculty Attendance***

Each day the new faculty were asked to sign-in at the beginning of the day's activities. In the tables below, we indicate how many faculty were invited to the New Faculty Orientation Week

(Table 1), attended each day (Table 2), and completed the evaluations (Table 3); in Table 4, we indicate the teaching experience (in years) of the new faculty who completed the evaluations.

Faculty appointment type	Number of faculty invited to NFOW
Tenure-track	27
Full-time temporary	14
Adjunct	104
<b>Total</b>	<b>145</b>

Table 1. Number of faculty invited to participate in the 2008 New Faculty Orientation Week.

Date	Faculty attendance				
	Monday	Tuesday	Wednesday	Thursday	Friday
Tenure-track	24	26	26	26	26
Full-time temp.	11	11	10	9	10
Adjunct	9	23	15	1	0
Missing value	2	2	2	0	0
<b>Total</b>	<b>46</b>	<b>62</b>	<b>53</b>	<b>36</b>	<b>36</b>

Table 2. Daily attendance.

Date	Number of faculty who completed evaluations (approx. percentage of total*)		
	Tenure-track	Full-time temp.	Adjunct
Monday, August 18, 2008	NA	NA	NA
Tuesday, August 19, 2008	20 (74%)	7 (50%)	12 (12%)
Wednesday, August 20, 2008	22 (81%)	10 (71%)	8 (8%)
Thursday, August 21, 2008	10 (37%)	8 (57%)	0
Friday, August 22, 2008	21 (78%)	6 (43%)	0

Table 3. Number of faculty who completed evaluations. \* Totals provided in Table 1. We did not collect evaluations for Monday's activities.

Date	Number of faculty with respective years of teaching experience (approx. percent of total)				
	0 years	1-3 years	4-7 years	8 or more years	Total
Monday, August 18, 2008	NA	NA	NA	NA	NA
Tuesday, August 19, 2008	10 (26%)	6 (15%)	6 (15%)	17 (44%)	39
Wednesday, August 20, 2008	10 (25%)	9 (23%)	7 (18%)	14 (35%)	40
Thursday, August 21, 2008	5 (28%)	2 (11%)	4 (22%)	7 (39%)	18
Friday, August 22, 2008	8 (30%)	7 (26%)	4 (15%)	8 (30%)	27

Table 4. Years of teaching experience as indicated by faculty who completed the evaluations. We did not collect evaluations for Monday's activities.

## ***Section Two: Daily Activities, Survey Results, and Lessons Learned***

### **Monday, August 18, 2008**

The new faculty members spent a majority of the day meeting with members of the Human Resources Department (Table 5). That evening, new faculty, their families, and other members of the Ferris community, including Deans and Department Heads and Chairs, gathered for a picnic at Hemlock Park.

Forty-six faculty members signed-in at the start of the day; we did not, however, collect feedback regarding the day's activities.

Monday, August 18, 2008
<i>Welcome</i> David Eisler, Dan Burcham, Roberta Teahen, Donald Flickinger, and Todd Stanislav
<i>New Employee Orientation</i> , Beth Krueger, Director of Human Resources
<i>Picnic in the Park</i> , Hemlock Park New Faculty and their families, and members of the Ferris Community

Table 5. Schedule for Monday, August 18, 2008.

### **Tuesday, August 19, 2008**

The day's schedule, faculty feedback, and lessons learned from the feedback are provided below.

Tuesday, August 19, 2008
<i>Welcome Address and Introductions of College Deans</i> , Dan Burcham
<i>Community building: An icebreaker exercise</i> , Terry Doyle
<i>Demographic Profile of the Ferris Student Population</i> , Terry Doyle This session explored the demographics of the Ferris State University student population.
<i>The Classroom Environment</i> , Terry Doyle This session introduced new faculty to the University's policies and procedures regarding the syllabus, classroom decorum, student attendance, snow days, religious holidays, and more.
<i>Context and Principles of Learner-Centered Teaching</i> , Terry Doyle This session helped new faculty gain a broad understanding of learner-centered teaching. Terry Doyle
<i>Assessment of Student Learning: Priorities, Principles, and Practical Steps</i> , Todd Stanislav In this session, we explored the processes of assessment of students' learning at Ferris.
<b>Concurrent Sessions</b>
<i>Building a Syllabus from (Near) Scratch</i> , Terry Doyle and Bea Griffith Cooper
<i>Adapting to an Established Syllabus</i> , Todd Stanislav, Brad McCormick, and Helen Woodman
<i>Working Session on the First Week of Class</i> , Terry Doyle, Bea Griffith-Cooper, and Todd Stanislav
Optional Session: Collaborative work with FCTL staff

Table 6. Schedule for Tuesday, August 19, 2008.

We provide below faculty responses to two questions:

1. What did you like about today's sessions?
2. What would you change or delete from today's sessions?

The feedback we received in response to these questions is itself organized in two ways:

1. Relative to each specific session or activity
2. Relative to the entire day's activities. In this regard, we also grouped similar comments together under a heading that we think represents the focus of the comments.

### **Session title and presenter: *Community Building*, Terry Doyle**

#### ***What did you like about this session?***

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• The icebreaker was a good technique to introduce new faculty to FSU</li> <li>• Community building</li> </ul> | <ul style="list-style-type: none"> <li>• I will use the icebreaker with my classes.</li> <li>• It was all good – a nice get-to-know you activity</li> </ul> |
|---|---|

- I liked the icebreaker both as a start for the day and as an idea for teaching

- The icebreaker was good
- Good icebreaker.

***What would you change or delete from this session?***

- Delete the icebreaker session

- Did not get a lot of value with the icebreakers.

**Session title and presenter: *Demographic Profile of the Ferris Student Population*, Terry Doyle**

***What did you like about this session?***

- Demographics were helpful; can the satellite programs be included next time?
- Learn more about the students at Ferris
- Background of FSU history as well as our student population was very interesting
- It was good to learn about students' background

- Interesting demographics
- General overviews/information re: FSU
- People of Ferris student population
- Learning more about Ferris students (even though I knew a fair amount of them).

***What would you change or delete from this session?***

- Shorten demographic sections; add women's athletics section
- The demographic stuff was boring. The info was important, but I

thought it could have been presented more interestingly. The PowerPoints had a lot of errors, too.

**Session title and presenter: *Context and Principles of Learner-Centered Teaching*, Terry Doyle**

***What did you like about this session?***

- Emphasis on learner-centered teaching/outcomes especially helpful for me to begin thinking of structure of the outcomes for my future notation. Will be helpful to

- design before outlining the activities I'm going to incorporate
- The learner-centered teaching lecture stimulated some new ideas for my course

- Going over principles of learner-centered teaching
- Learner-centered teaching
- Discussion in learning how to involve students more effectively
- Hearing the variety of ideas to incorporate the students into the learning/teaching process
- I particularly enjoyed the sections on student-centered learning and assessment

- Understanding the process (or beginning to) of teaching was helpful
- Very helpful to understand learner-centered teaching
- Learner-centered teaching – good (quick overview)
- For moving into learner-centered commitment to instruction.

***What would you change or delete from this session?***

No feedback was given.

***Session title and presenter: Assessment of Student Learning: Priorities, Principles, and Practical Steps, Todd Stanislav***

***What did you like about this session?***

- Refreshed my understanding of outcomes and expectations
- Emphasis on learner-centered teaching/outcomes especially helpful for me to begin thinking of structure of the outcomes for my future notation. Will be helpful to design before outlining the activities I'm going to incorporate
- Working in groups on learning outcomes
- I learned a lot about assessment! I had never heard of Bloom's taxonomy.
- The discussion on setting up the syllabus and learning outcomes

- I particularly enjoyed the sections on student-centered learning and assessment
- It was good to learn Ferris expectations in terms of outcomes on syllabi
- Examples of good/better learning outcomes
- I was a bit more prepared in my planning. I had my course objectives and objectives listed for each power point and assignment
- Refreshed my understanding of outcomes and expectations.

***What would you change or delete from this session?***

- Work in groups on writing learning outcomes to be able to receive feedback
- Add more on statistical analysis and purpose of assessment/learning outcomes.
- The 1:00 presentation with Todd should probably have been condensed to ½ hour-45 minutes, so

that the 3:00 session with McCormack and others could have transpired (on time)

- Difficult for instructors from widely disparate disciplines to share common ground on assessment/cause objectives discussion once past the “intro” stage.

**Session titles and facilitators: *Building a Syllabus from (Near) Scratch and Adapting to an Established Syllabus*, FCTL staff, Brad McCormick, and Helen Woodman**

***What did you like about this session?***

- Syllabus training
- I found very interesting the session on Building a Syllabus
- Help for constructing a syllabus
- The discussion on setting up the syllabus and learning outcomes
- Ferris expectations, in terms of outcomes on syllabi
- Very informative, syllabus preparation, learner-centered teaching

- Starting at the point of modules, syllabus, etc. was helpful
- I left the session excited about reviewing syllabus structure
- Review of all syllabuses content expectations
- Syllabus preparation.

***What would you change or delete from this session?***

- A little more structure to the session for people who have experienced syllabi development. Example would be helpful hints
- In the afternoon, could allow more time before going into building a syllabus

- Organize activity better for the syllabus development
- Although the syllabus workshops weren't pertinent for me (have been 2 year temp-full time) I'm sure it was for others

- I really needed my laptop to work on my syllabus-but it all was very helpful and Todd was helpful and informative
- Planning to bring a laptop would have been beneficial to work on syllabus (many others seemed to feel that way)
- Have samples of absence policy, death in family, etc. that will be used in syllabus
- If a real old syllabus from the past is provided, that'll help more
- Group session was not possible and different courses, needed one-on-one help (still do!)
- Make the syllabi preparation session shorter

- More access to FerrisConnect, MyFSU, and computer to work on syllabi earlier
- More time for individual work on syllabi, maybe divide up the categories further of people with various needs
- Come up with written policies for us to use in our syllabus
- I would have rather had time to work on my syllabi than talk about it.

***What did you like about today's activities?***

Group Interaction

- Hands-on activities, good info, time to discuss with colleagues
- Working in groups on learning outcomes
- Working in groups, getting to know the others
- Interactions with colleagues
- Interacting with fellow faculty members

- Opportunity to converse, collaborate, etc. with other faculty on the main campus
- Small groups were nice to get to know others
- Also, knowing that I have the same concerns as others set my mind at ease.

Session topics and presenters

- Connecting the learning-for the next 6 month
- Nuts and bolts, Blooms taxonomy handout, available online resources

- All the sessions were helpful in providing background on policies and procedures
- Very informative
- Very helpful, thanks!

- Good practical advice in the morning
- Thorough, clear, informed, supported, well done
- Excellent overview
- Excellent! The facilitators were very knowledgeable. I enjoyed the breakout sessions with the outline assessments
- Good overview
- The content, the enthusiasm of the presenters and their willingness to answer questions

- Quite useful for your audience, nicely done
- The speakers were very engaging
- Enjoyed the friendly upbeat atmosphere.
- “Ben Stein anticipating set”
- Keep as is
- Nothing
- Nothing
- Do not change anything.

Physical environment and the "flow" of the day

- Room temperature
- I liked that there were wraps for lunch without mayo

- Lunch was a better setup
- Meeting environment and amenities (lunch, etc.).

***What would you change or delete from today's activities?***

Group Interaction

- I would have liked more time in groups.

Session topics and presenters

- Good topics-needs to be more interactive (although I know it's hard when there is so much information to impart)
- I was wondering if the presentation (Power Point) could be shorter (fewer slides with less text) and have a longer version to be saved on the CD for people

- All of the digital slides were too busy-violated the basic rules of good visual aids
- Load presentations onto flash drives we received in goodie bags
- One thing-for my temp orientation we received a map of campus and a map for Mecosta County... good idea!

Physical environment and the "flow" of the day

- Things dragged on after lunch and then affected the rest of the day
- Morning was slow

- Keep closer to previous schedule
- Healthier food, please

- Maybe add a hat rack for the gentlemen in the class.

## Lessons learned

Based on the feedback from the faculty, we recognize the need to provide more opportunities for the faculty to work collaboratively on two important tasks:

1. Syllabus construction (especially for multiple-section courses)
2. Writing and reviewing student learning outcome statements.

Overall, there is a need for FCTL to devote more attention to designing, organizing, and implementing the "syllabus" sessions.

Finally, FCTL could offer a follow-up session on outcomes and assessment that would provide more one-on-one assistance to faculty, including assistance with methodology and analysis of assessment data.

## Wednesday, August 20, 2008

Wednesday, August 20, 2008
<i>Introduction to FerrisConnect, Ferris' Course Management System, Meegan Lillis</i>
<p><b>Concurrent Sessions</b></p> <p><i>Designing for Learning in FerrisConnect, Bill Knapp, Meegan Lillis, and John Vermeer</i> If you plan to use FerrisConnect in substantive ways for your course, then this session is for you.</p> <p><i>Designing for Learning in a Traditional Classroom, Terry Doyle, Bea Griffith-Cooper, and Todd Stanislav</i> If, on the other hand, you plan to make minimal or no use of FerrisConnect in your courses, then this session is for you.</p>
<i>Creating a Truly Diverse University, David Pilgrim</i>
<p><i>Diversity, Inclusion, and Equity in our Classrooms, Terry Doyle, Bea Griffith-Cooper, and Todd Stanislav</i> In small groups of 5-6, we'll consider how to incorporate diversity into courses.</p>
<p><i>Managing a College Classroom in the Age of Millennials, Paul Sullivan and Leroy Wright</i> This session will explore how to effectively communicate with the Millennial generation, how to manage students' academic behaviors and attitudes.</p>

Table 7. Schedule for Wednesday, August 20, 2008.

## Session title and presenter: *Creating a Truly Diverse University*, David Pilgrim

### *What did you like about this session?*

- Diversity discussion was good
- Talking about diversity
- The presentation on diversity by Dr. Pilgrim was very eye-opening for ideas and thoughts to take back to the classroom
- David and diversity, his views for the future. The triumph of dialogue.
- Good suggestions on diversity, good dialogue
- The discussions about diversity
- Afternoon discussion (on diversity)
- Diversity session-excellent, small group discussions after
- Afternoon diversity discussion
- Diversity information, especially talking with colleagues about their experiences with diversity
- The cultural diversity session
- I liked the diversity table discussion
- Very informative, Dr. Pilgrim is an excellent speaker
- David Pilgrim's discussion on diversity was excellent
- Dr. Pilgrim, the diversity officer...excellent! Place him in the "speaker's area" for external industrial sessions. The interaction with the facilitators and picking up little "tidbits" of information for the classroom environment
- Brilliant and engaging talk by Dr. Pilgrim, discussion with peers
- Afternoon-Dr. Pilgrim's talk and discussion afternoon was very beneficial
- David Pilgrim
- David Pilgrim is an amazing speaker, remainder of afternoon discussions
- I loved David's presentation on diversity. He is an excellent speaker. I feel that we are very lucky to have him on campus
- I enjoyed David Pilgrim's presentation. Very dynamic, very helpful
- Enjoyed David Pilgrim as a speaker. I could probably sit and listen for hours without getting bored
- The speaker (Pilgrim) was very good. Very informative without being "preachy" like some diversity officers
- Diversity section was excellent
- Diversity presentation, excellent
- The Diversity presentation was good
- Liked Dr. Pilgrim's presentation
- Interesting diversity on campus discussion
- Diversity training
- Diversity in Classroom focus.

***What would you change or delete from this session?***

- Devise a more structured group activity for the diversity presentation breakout session.

**Session titles and presenters: *Introduction to FerrisConnect: Ferris' Course Management System* and *Designing for Learning in FerrisConnect*, Bill Knapp, Meegan Lillis, and John Vermeer**

***What did you like about this session?***

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|---|---|
| <ul style="list-style-type: none"><li>• Refreshing FerrisConnect skills</li><li>• Computer-FerrisConnect Training was helpful</li><li>• Liked ability to begin FerrisConnect training</li><li>• Good overview and FerrisConnect</li><li>• Hands-on activities, ex: Ferris Connect,</li><li>• FerrisConnect Training</li></ul> | <ul style="list-style-type: none"><li>• FerrisConnect session was practical and helpful and the way material is delivered was effective</li><li>• I enjoyed and found interesting the overview training on FerrisConnect</li><li>• Meegan was exceptionally patient with the large, clueless group for FC training.</li></ul> |
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***What would you change or delete from this session?***

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| <ul style="list-style-type: none"><li>• FerrisConnect session was disorganized, (need to be) better prepared for Ferris- Connect training</li><li>• Make sure there are enough computers. It would have gone more smoothly if the group was split in half</li><li>• The training for those attempting to do on-line orientation on FerrisConnect was disorganized and confusing. Used language not familiar to all, talked too fast, and was haphazard in presentation. Many, including myself, were lost</li><li>• The FerrisConnect presentation was a little disorganized</li></ul> | <ul style="list-style-type: none"><li>• Could be a little more organized, especially FerrisConnect session</li><li>• The FerrisConnect class was awkward (not enough seats and instructor was overwhelmed)</li><li>• I would change the FerrisConnect portion. There was a lack of organization and poor planning. Not enough chairs, computers, a large number of delays</li><li>• Need a better organized session on FerrisConnect</li><li>• Computer training was worthless, needs to be more inclusive</li><li>• Have the people's user ID's ready for FerrisConnect program</li></ul> |
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- FerrisConnect sessions were not well organized. The first 20 minutes could have been completed prior to our arrival (you know the faculty who will be present) time could have been spent better. I feel the session did what I could have done on my own time with an instructional handout. The training is helpful but could have been approached differently
- FerrisConnect training really slow in beginning. Avoid sitting around for 30-45 minutes by inputting everyone into training course ahead of time
- FerrisConnect – they were not prepared for training today. Too much time was wasted. Bad way to get enthusiasm for tool
- FerrisConnect program - need better prep for computers
- FerrisConnect training was not an efficient session-mostly due to the amount of time needed to get everyone a log in (45 minutes)) which may be avoidable if known will be an issue ahead of time
- The FerrisConnect classes could have been in the system so we could work on them
- Add more time for the “hands on” portion of the FerrisConnect

- The pace of the FerrisConnect training was incredibly slow and felt unprepared. I was disappointed to accomplish little in so much time. And to know I am not allowed to use BB until the training is officially completed
- FerrisConnect-crowded, WAITING for names to be entered-kind of confusing especially for those who didn't get a computer and just had to peer over someone else's shoulder
- If everyone had FerrisConnect training list, we could all be on the same page and go forward
- More time for FerrisConnect setup, perhaps sent link for online instruction for the above ahead of time
- FerrisConnect training should be optional for those who already have extensive FC training
- Make sure there are enough work stations for everything during activities that require such. Perhaps book ½ doing offline stuff then switch groups.

**Session title and presenter: *Managing a College Classroom in the Age of the Millennials*, Paul Sullivan and Leroy Wright**

***What did you like about this session?***

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|---|---|
| <ul style="list-style-type: none"><li>• Student services and safety info</li><li>• Useful and interesting</li></ul> | <ul style="list-style-type: none"><li>• Brought up some interesting topics.</li></ul> |
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***What would you change or delete from this session?***

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| <ul style="list-style-type: none"><li>• Unorganized and boring (ineffective speakers)</li><li>• Counseling center too long</li></ul> | <ul style="list-style-type: none"><li>• Should have sufficient handouts for everyone-counseling in particular.</li></ul> |
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***What did you like about today's activities?***

Session topics and presenters

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| <ul style="list-style-type: none"><li>• I especially liked examples in a long speech and when there is not only one presenter, but 2 contributing. That makes it more interesting and easy to follow (especially during long days)</li><li>• I felt all were worthwhile</li><li>• Discussion on classical learning and on teaching plans</li><li>• One-on-one assistance in setting up a traditional class structure, Thanks Terry</li></ul> | <ul style="list-style-type: none"><li>• Breakout sessions and small group discussions</li><li>• Useful and interesting</li><li>• Todd is a shining example of service excellence</li><li>• Presentations were informative</li><li>• Time to pursue FerrisConnect training</li><li>• Usefulness (most helpful as a prelude to the work I'll be doing this weekend to prepare for next week)</li><li>• Brought up some interesting topics.</li></ul> |
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Physical environment and the "flow" of the day

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| <ul style="list-style-type: none"><li>• Loved the salad and pasta bar</li><li>• Pacing</li></ul> | <ul style="list-style-type: none"><li>• Lunch was good</li><li>• I liked having work time.</li></ul> |
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## ***What would you change or delete from today's activities?***

### Session topics and presenters

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|---|---|
| <ul style="list-style-type: none"><li>• No changes or deletions, useful for audience range, thanks</li><li>• Nothing...the sessions were very informative.</li><li>• Todd Stanislav has a very soft speaking voice and is hard to hear</li><li>• Small group discussions okay but not particularly helpful. Ideas may be better in lecture format</li></ul> | <ul style="list-style-type: none"><li>• Have all the PowerPoint presentations on one CD to hand out to the participants (all week)</li><li>• Add some time for a presentation by whomever is available on campus to assist with teaching students to work in groups, and to manage inevitable conflict.</li></ul> |
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### Physical environment and the "flow" of the day

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| <ul style="list-style-type: none"><li>• Too warm this afternoon</li><li>• Dead spaces where nothing is occurring</li></ul> | <ul style="list-style-type: none"><li>• Please have tea available all day</li></ul> |
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## **Lessons learned**

The feedback from the faculty regarding today's sessions sent two clear messages:

1. David Pilgrim, his presentation, and the subsequent small group discussions were extraordinarily positive experiences for the faculty
2. The FerrisConnect training session was, for many faculty, a frustrating and disappointing experience and use of their time.

Regarding the latter, two factors that contributed to the difficulties that faculty experienced include:

1. The apparent and long-standing inability to obtain faculty members' Novell usernames and passwords prior to the week's events. Since the week's activities, an *ad hoc* group comprised of persons from Academic Affairs, FCTL, and colleges such as Arts and Sciences and Professional and Technological Studies, have met to discuss many logistical aspects of NFOW, including the need to obtain ID's in advance of the week's activities. We anticipate solving this problem (save for the occasional last-minute hires) before the 2009 New Faculty Orientation Week
2. The sheer number of faculty who chose to participate in the FerrisConnect training session instead of the concurrent *Designing for Learning in the Traditional Classroom*

session. We will find a solution to this before next year's New Faculty Orientation Week.

Finally, very little feedback was provided about the session titled, *Managing a College Classroom in the Age of the Millennials*. What feedback was given was mixed. At the very least, a more interactive, and possibly shorter, presentation format needs to be developed to communicate this important information.

**Thursday, August 21, 2008**

Thursday, August 21, 2008
<i>Tenure, the Tenure Committee, Promotion, and Departmental Policies and Procedures, Deans and Department Heads/Chairs</i>
<i>Student Academic Support Services Opportunities, Bill Potter</i>
<i>Lunch and Discussion with FFA President, Jim Rumph</i>
<i>The President's Vision and Goals for Ferris State University: A Conversation with FSU President David Eisler</i>
<b>Optional Sessions</b> <i>FerrisConnect Assistance, Bill Knapp and Meegan Lillis</i> <i>Help with Assessment, Bea Griffith-Cooper and Todd Stanislav</i>

Table 8. Schedule for Thursday, August 21, 2008.

**Session title and presenter: *Tenure, the Tenure Committee, Promotion, and Departmental Policies and Procedures*, Department Heads and Program Directors**

***What did you like about this session?***

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| <ul style="list-style-type: none"> <li>• Tenure Track Information/Expectations. The meetings with the chairs to talk about Tenure Track process</li> <li>• I had a good meeting with my department chairman</li> </ul> | <ul style="list-style-type: none"> <li>• Tenure discussion</li> <li>• One-on-one time to discuss tenure expectation.</li> </ul> |
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***What would you change or delete from this session?***

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| <ul style="list-style-type: none"> <li>• More structure on tenure discussion to complement the excellent Q&amp;A (handouts?)</li> </ul> | <ul style="list-style-type: none"> <li>• Tell non-tenured employees they don't have to stay and listen to FFA portion.</li> </ul> |
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**Session title and presenter: *A Conversation with President David Eisler***

***What did you like about this session?***

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| <ul style="list-style-type: none"><li>• Loved President Eisler’s talk! Great history</li><li>• Enthusiasm of Dr. Eisler</li><li>• Presentation by President Eisler was very informational and inspiring</li><li>• President’s messages</li><li>• The history of FSU.</li></ul> | <ul style="list-style-type: none"><li>• Great speech/ conversation with President Eisler - I think the historical background with a very open and personal style helps motivate new faculty to help build the university</li></ul> |
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***What would you change or delete from this session?***

No feedback was given.

**Session title and presenter: *Discussion with FFA President, Jim Rumpf***

***What did you like about this session?***

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|--|---|
| <ul style="list-style-type: none"><li>• I enjoyed Jim Rumpf. His information and words of wisdom were comforting</li></ul> | <ul style="list-style-type: none"><li>• It was good to meet the union leader</li><li>• Ferris/ MEA information.</li></ul> |
|--|---|

***What would you change or delete from this session?***

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|---|---|
| <ul style="list-style-type: none"><li>• I would separate the union speaker from the lunch break</li></ul> | <ul style="list-style-type: none"><li>• I think that Union issues and lunch together were not very effective to deliver what Jim Rumpf was supposed to.</li></ul> |
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**Session title and presenter: *Student Academic Support Services Opportunities, Bill Potter***

***What did you like about this session?***

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• The info about student success info – very interesting and presented well</li><li>• Student Academic Support Services</li><li>• Info from student services was helpful</li></ul> | <ul style="list-style-type: none"><li>• William Potter- very informative and organized</li><li>• I enjoyed William Potter. His information and words of wisdom were comforting</li><li>• The discussion by Dr. Potter was very helpful</li></ul> |
|--|--|

- Comprehensive overview of U. College (Dr. Potter)
- Good info about student services, etc.

- Discussion of academic evening services.
- Lots of useful information

***What would you change or delete from this session?***

No feedback was given.

**Session title and presenter: *First Week of Class*, Terry Doyle**

***What did you like about this session?***

- Discussion of first week activities
- 1<sup>st</sup> steps suggestions

- The discussion of what to expect on the first day of class was helpful
- Good discussion of first week of class.

***What would you change or delete from this session?***

- “The First Week” would have rather been a small group discussion than a lecture.

***What did you like about today's activities?***

- Personally, my movers arrived at 8am so I liked the 10am start time.  
Thanks

- Faculty Center training.

***What would you change or delete from today's activities?***

Session topics and presenters

- Overall, for the whole week, I would probably try to differentiate more experienced faculty and those new to teaching. There were a few sessions where that would have helped (better use of our time, maybe). Thanks
- Needed to be more interactive
- Nothing
- Ok as is.

- It’s time to start getting about to make arrangements, follow up on discussions, and prepare for the semester
- I would have liked to see more student-centered techniques utilized through the day. It was too much of teacher- centered

Physical environment and the "flow" of the day

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Fewer "gaps"</li> <li>• No Mayo on the sandwiches</li> <li>• Down time</li> </ul> | <ul style="list-style-type: none"> <li>• Schedule change of President was disruptive to FerrisConnect training.</li> </ul> |
|--|--|

### Lessons learned

The feedback from the faculty regarding today's sessions remind us of two necessary and fundamental qualities of the New Faculty Orientation Week's activities:

1. As often and as much as possible, presentations must be interactive
2. Focus on the needs of the new faculty.

The latter item is not without difficulties, given the range of teaching experience and knowledge that are possessed by the new faculty members. As we know well, we often hire new faculty with prior careers in business or industry, and little to no traditional university or college teaching experience. On the other hand, we occasionally hire faculty with years of experience teaching in higher education. This range of need is further complicated by new faculty members' experience and knowledge of assessment, instructional technology, and pedagogy. All of this leads us to refocus our attention again on developing a set of engaging sessions and activities that meet the varying and often disparate needs of the new faculty.

Another lesson learned from the faculty feedback includes a reminder that non-tenure track faculty need not be a part of the FFA discussion.

### Friday, August 22, 2008

Friday, August 22, 2008
<i>FLITE Services for Teaching, Learning, and Scholarship</i> , Richard Cochran, Sharon Hamel, Leah Monger, and Randall Schroeder
<i>Wisdom from Experience: Dialogue with Not-So-Long-Ago New Faculty</i> , Tom Larable, David Marion, and Christine Vonderhaar Three faculty who have been at Ferris from 1 to 3 years have offered to share their experiences from the early years of their careers.
<i>Lunch and Discussion about Committee Service</i> , Doug Haneline and Cecil Queen Two academic committee Chairs shared information about committee service in general and their committees in particular.
<i>Evaluation of New Faculty Orientation Week</i> , Terry Doyle, Bea Griffith-Cooper, Bill Knapp, Meegan Lillis, and Todd Stanislav New faculty were asked to share their views of the week's activities.
<i>Optional Sessions</i>

FCTL staff were available to assist the new faculty with:

- FerrisConnect
- Syllabus design
- Designing for Learning
- Assessment of Student Learning

Table 9. Schedule for Friday, August 22, 2008.

**Session title and presenter: *FLITE Services for Teaching, Learning, and Scholarship*, FLITE Staff**

***What did you like about this session?***

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• Good helpful library info</li><li>• FLITE presentation</li><li>• FLITE information was very useful</li><li>• Presentation by the FLITE staff was very informative. I was unaware many of those services were available</li><li>• Library presentation- a bit long but informative for services</li><li>• FLITE services session was practically informative</li><li>• Info provided by FLITE staff on available faculty resources</li></ul> | <ul style="list-style-type: none"><li>• Knowing about the library and media services is definitely useful</li><li>• FLITE- very informative</li><li>• The Library presentation</li><li>• FLITE intro</li><li>• Enthusiasm and eagerness of FLITE people/very good materials</li><li>• Info about the library was very helpful</li><li>• I like the library group coming in - they were a team.</li><li>• The FLITE presentation was great</li></ul> |
|---|---|

***What would you change or delete from this session?***

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Get out of this room! Why not go to FLITE instead of bringing staff here?</li></ul> | <p>I am still learning my way around the physical campus at this point</p> <ul style="list-style-type: none"><li>• Library presentations in the library.</li></ul> |
|---|--|

**Session title and presenter: *Wisdom from Experience: Dialogue with Not-So-New Faculty*, Thomas Larabel, David Marion, and Christine Vonderharr**

***What did you like about this session?***

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• A lot of nice, practical information from those who went through it recently</li><li>• The discussion by/with the “recently new” faculty</li></ul> | <ul style="list-style-type: none"><li>• Hearing from the 1<sup>st</sup> year faculty- what their experiences were like last year</li><li>• Real-life stories of faculty</li></ul> |
|--|---|

- Getting input from peers on working at Ferris
- I appreciated the insights from the more experienced faculty
- It's nice to hear from other faculty members about their experiences
- Liked having 1<sup>st</sup> year come back
- Past faculty discussion
- Panel discussion of new faculty was also helpful and enlightening

- Realistic job expectations and experiences of recent hires
- Not-so-long-ago new faculty – good mix of personalities and (it would seem) teaching styles
- I liked the presentation with Chris, Tom and the funny sarcastic guy
- The 1-3 year “wisdom” group was a benefit.

***What would you change or delete from this session?***

- Perhaps a discussion with some “recently new” faculty should begin earlier in the orientation week, focusing on things to learn and questions to ask of later presenters during that week—sort of paint the context for all the pieces to follow
- I think sessions on faculty (past 1-2 years) should be optional. Some faculty that are “new” have been here a lot longer than 1-2 years and I

- felt like this did not offer me anything new
- Faculty panel-previous new faculty. Better pace/more interaction
- I would invite 5-10 faculty back after their 1<sup>st</sup> year to have lunch with the new hires. More small group interaction with them
- No negatives from Wisdom from Experience? Why not? Rose-colored glasses? Don't scare the newbies?

**Session title and presenter: *About Academic Committees*, Doug Haneline and Cecil Queen**

***What did you like about this session?***

- Academic Committee expectations
- I appreciated the faculty that explained committees
- Hearing from C. Queen and D. Haneline about committees and

- what is/to expect regarding committees
- Getting input from peers on committees.

***What would you change or delete from this session?***

- Re: committees, topic could have been covered more successfully and quicker

- A comprehensive list of committees and functions (in prep for next week) might be helpful

- The committee thing was boring.

- Committee discussion—perhaps seeing a list and description of how to access

***What did you like about today's activities?***

Session topics and presenters

- Time for Interaction/Personal
- Very informative
- More opportunity to build cohorts that has been valuable everyday
- Excellent. I like the interaction and it seemed more time to interact, which I think is very important

- Informative and mindful of our fatigue
- Available help for FerrisConnect work
- Father Guido Sarducci video.

Physical environment and the "flow" of the day

- The salad and pizza were delicious

- Thank you for all the breakfasts and lunches.

***What would you change or delete from today's activities?***

Session topics and presenters

- None
- Nothing
- Everything was good
- Nothing
- This last half hour

- Would like more shortcuts on getting things done
- Not sure
- Could this be done in 4 days?

**Lessons learned**

The three “not-so-new-to-Ferris” faculty who spoke to the group were extremely well received. In addition to having a moderator for next year’s sessions, we would like to include more than three faculty. Not only will this enable a broader set of experiences and perspectives on the panel discussion, it may also permit us to utilize more interactive small group discussions. Although we aimed for a larger panel this year, we were unsuccessful in securing any more than 3 of the 28 faculty we contacted.

The session on committees may be better placed in the schedule for the year-long New Faculty Transition Program.

Finally, the FLITE session, if possible, should be offered in FLITE itself.

### **Section Three: An Overall Look at the Week**

On Friday, the final day of the New Faculty Orientation Week, the faculty completed a survey that solicited their comments and criticisms regarding the overall relevance, usefulness, and organization of the week's activities. The feedback we received is provided below, along with our reflections on what lessons we can learn from it.

***The topics chosen for this week-long program were relevant to my needs as a new faculty member.***

Response	Number	Approximate percentage of total respondents
Strongly agree	12	46%
Agree	11	42%
Disagree	0	0%
No response	3	12%
<b>Total</b>	<b>26</b>	<b>100%</b>

Table 10. Feedback regarding the relevance of the topics.

#### **Comments**

- Without at least a little experience (I have none) in the classroom, I'm not sure I can say I enjoyed the week
- Very helpful
- Not all topics were relevant because I am not new to Ferris. Some were very useful, but I would like to pick and choose my sessions, like a conference program. That way it seems more professional
- Very welcoming/excellent speakers, appreciate the gesture of the Ferris autobiography and our meeting with President
- The program was very relevant for faculty interested in teaching freshmen at the undergraduate level, but not as much for optometry
- Thank you. I thought the safety presentation was too long and slow, and some of it irrelevant to any but physical science courses. Also, Paul Sullivan went on too long about Birkam Health Center. The services available to students aren't essential for us through a narrative description
- Being an off-campus faculty member, I did not feel all the topics were relevant, although interesting
- Good selection of topics
- Yes, although some were not relevant simply because I will not be on the main campus
- It really helped meeting other people in my boat

- Generally, yes.

- Some, but not all. I have been teaching for years. I don't need a "how to teach" session

***The teaching and students' learning activities this week improved my understanding of learner-centered teaching methods.***

Response	Number	Approximate percentage of total respondents
Strongly agree	8	31%
Agree	17	65%
Disagree	1	4%
No response	0	0%
<b>Total</b>	<b>26</b>	<b>100%</b>

Table 11. Feedback regarding improved understanding of learner-centered teaching methods.

***Comments***

- I am still a little lost as to how to apply these to my lecture
- Very much so
- Not sure enough time spent on this to truly understand if not familiar previously
- More concrete examples

- I have had previous experience, but it did help clarify what is expected from me here at Ferris
- More breakout sessions
- I am already deeply committed to learner-centered teaching.

***The week's activities were well organized.***

Response	Number	Approximate percentage of total respondents
Strongly agree	7	27%
Agree	16	62%
Disagree	2	8%
No response	1	3%
<b>Total</b>	<b>26</b>	<b>100%</b>

Table 12. Feedback regarding organization of the week's activities.

**Comments**

- Always room for improvement
  - A little un-organized or off-schedule Tuesday
  - Except for the switching of Eisler's talk which made it difficult for individuals who had appointments that afternoon, everything seemed to run well
  - Some presentations were not. Handing out material and telling people material is on the web is not a presentation. Need show and tell. FerrisConnect training was not helpful or useful
  - Presenters were prepared. The only part that seemed to be boring/wasteful of time was waiting for the FerrisConnect training and all our names being entered
  - Todd did a great job with follow through. Thanks
- Most of it. FerrisConnect session took a little longer than anticipated and was not very well organized
  - Some were and some were not
  - Needed to be more interactive somehow with less talking at (although I realize there is a fair amount of information to be passed on)
  - Human Resources were hectic-it was frustrating to not have user ID and password right away. It would be helpful to have office and phone information available that first day
  - I wish President Eisler had been able to speak at 12:30 as originally scheduled.
  - A few were not organized (ex: FerrisConnect training), most were wonderful

***I am more comfortable with starting my new position at Ferris State as a result of this week's activities.***

Response	Number	Approximate percentage of total respondents
Strongly agree	13	50%
Agree	12	46%
Disagree	0	0%
No response	1	4%
<b>Total</b>	26	100%

Table 13. Feedback regarding starting at FSU.

**Comments**

- Most definitely
- Some of the information, yes. But, I was not uncomfortable with starting my new position to begin with
- Previously a full-temp without the benefit of these workshops/sessions-especially

student services seemed like important information

- Enthusiasm and eagerness to help were impressive and overcame many of the individuals deficiencies
- Yes! I really like this week's activities and interaction.

***I had all of my questions concerning to my new position at Ferris State answered during this week's activities.***

Response	Number	Approximate percentage of total respondents
Strongly agree	4	15%
Agree	14	54%
Disagree	6	23%
No response	2	8%
<b>Total</b>	<b>26</b>	<b>100%</b>

Table 14. Feedback regarding questions answered.

**Comments**

- "All" is a pretty tough act to do...
- I started prior to this week's discussion and had many of my concerns answered then
- Probably not
- More emphasis-at-time-on tailoring portions of program to needs of the individual colleges, which can suffer

widely. But do not totally disperse with the common elements

- Not at the college/department level
- Yes
- It would be impossible to answer all of my questions in one week. I don't even have enough questions to ask yet.

***The communication about the program prior to your arrival was satisfactory.***

Response	Number	Approximate percentage of total respondents
Strongly agree	4	15%
Agree	12	47%
Disagree	6	23%
No response	4	15%
<b>Total</b>	26	100%

Table 15. Feedback regarding advance communication.

***Comments***

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• For the most part</li> <li>• I received the mailing long in advance. I also received a RSVP card from Laurie a few days before</li> <li>• No. I needed a map-a <u>better</u> map-to the building, showing the stadium. There are few street signs! I had no idea when I was on Campus Drive. It splits (branches) at the stadium and there are no street signs</li> <li>• Everything was fine. However, with regards to the Human Resources component, please tell attendees to bring their social security card or other acceptable form of info. I know many people who did not have this info as many people do not have this info as many people do not carry this with them daily</li> <li>• Yes</li> </ul> | <ul style="list-style-type: none"> <li>• Received notice, not a "program" would come soon but did not arrive in my e-mail</li> <li>• A few things missing on initial letter: place, and map—For folks not thinking in the terms, a simple reminder to bring a voided check and social security card</li> <li>• It's hard to say, because everything was on short notice for me</li> <li>• Yes-I like the agenda</li> <li>• I had the advantage of being adjunct faculty prior to being hired full-time. I do know that many others did not have strong communication with their programs</li> <li>• I got 3 or 4 copies.</li> </ul> |
|---|---|

***Having the orientation program over a five-day period was the right amount of time given all that needed to be covered.***

Response	Number	Approximate percentage of total respondents
Strongly agree	6	23%
Agree	13	50%
Disagree	5	19%
No response	2	8%
<b>Total</b>	<b>26</b>	<b>100%</b>

Table 16. Feedback regarding length of the Orientation.

**Comments**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Shorter; equalize the days</li> <li>• You need at least a week, but no more than that. We have to count on our college for other questions and concerns</li> <li>• A bit too long</li> <li>• Provide an alternative orientation program earlier so faculty can concentrate on their course development</li> <li>• Too long. I was just overwhelmed</li> <li>• A face-to-face interactive (not going through the home FerrisConnect training) would be very beneficial</li> <li>• Some of the material could have been compacted (3-4- days only) but additional material could have been added on various topics</li> <li>• More time. FerrisConnect room was overloaded and people were not registered. Took time from instruction</li> </ul> | <ul style="list-style-type: none"> <li>• I think that 4 days would be optimal- today seemed to be a bit much although the library info was good</li> <li>• Five days becomes a little lengthy</li> <li>• 3-4 days would be better</li> <li>• I think you should run this as a conference format so faculty can pick sessions that are valuable to him/her. It was too much for me and I did feel I could have used my time more productively. I did like meeting the other new faculty, but that could have been achieved on the first few days. There was too much repetition for me</li> <li>• It's great to wrap the week up with the option of having assistance with the various functions (ex: FerrisConnect, syllabus writing, etc.).</li> </ul> |
|---|---|

**Question 8: The food was \_\_\_\_\_.**

Response	Number	Approximate percentage of total respondents
Excellent	7	27%
Very Good	9	35%
Good	4	15%
Fair	2	8%
Poor	1	4%
No response	3	11%
<b>Total</b>	<b>26</b>	<b>100%</b>

Table 17. Feedback regarding food.

**Comments**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Breakfasts: protein maybe? No sodas please</li> <li>• Juice/teas/water. No donuts please</li> <li>• More healthier choices</li> <li>• Add some non-sweets to breakfast</li> </ul> | <ul style="list-style-type: none"> <li>• No plan made for those of us on diet restrictions.</li> <li>• Please keep the mayo off the sandwiches. Ice tea, please</li> </ul> |
|--|--|

**Question 9: The meeting spaces were \_\_\_\_\_.**

Response	Number	Approximate percentage of total respondents
Excellent	16	62%
Very Good	6	23%
Good	3	11%
Fair	0	0%
Poor	0	0%
No response	1	4%
<b>Total</b>	<b>26</b>	<b>100%</b>

Table 18. Feedback regarding meeting spaces.

**Comments**

- (Excellent) except computer labs.

**Question 10: The CD of resources are \_\_\_\_\_.**

Response	Number	Approximate percentage of total respondents
Excellent	8	31%
Very Good	5	19%
Good	5	19%
Fair	0	0%
Poor	0	0%
No response	8	31%
<b>Total</b>	26	100%

Table 19. Feedback regarding resources.

**Comments**

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• No chance to check yet (CD of resources) the idea is great</li><li>• Haven't looked at it (CD of resources)</li><li>• No time to review resource CD</li></ul> | <ul style="list-style-type: none"><li>• Cannot comment on CD because I haven't had time to look at it</li><li>• Didn't look at it yet (CD). TAC had my computer 2 ½ days.</li></ul> |
|---|---|

**Please share any other suggestions on how this program could be improved.**

Session topics and presenters

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• More practical stuff, if possible- snow days? Dismissing class early?</li><li>• Some materials could be sent out in advance for reading/examination prior to the events! Then, sessions could be more interactive and driven by participant's needs and concerns for each topic presented</li><li>• I liked meeting colleagues. I didn't feel like I needed the "How to Teach" sessions. I would have liked to do some brainstorming with</li></ul> | <p>others instead. The "College Graduate" clip is great! Make sure the speakers are organized and interesting. A break each hour would be nice. (Not more than about 90 minutes without one.) Maybe put more of the handouts in folders</p> <ul style="list-style-type: none"><li>• Could involve any questions on interacting with slightly older more mature students</li></ul> |
|---|---|

- This orientation has been much more helpful and information than I expected. I really appreciate your time and efforts you put to help us get started. On the other hand, there are two downsides to this information-intensive week-long session. First, it has too much information for me to digest in a week. I think you should choose things essential and critical from current programs, not squeezing everything into a week. Second, 9 to 4 pm for 5 days in a row was mentally and physically challenging for me. You may make each day's program short, like 9-2:30, so

everything can show up fresh on the next day

- Discuss Fitness center. Get promotions from local merchants, as they do for the students (discounts, etc.)
- Conference format. Let faculty pick and choose sessions. If there is an issue with the monetary payment, require faculty to attend a required number of sessions
- Continue to have speakers come who have "grass-roots" experience prior to coming into the education arena.

#### General comments

- Thank you for being so welcoming and helpful

- Thanks for a great week.

### Lessons learned

The feedback we received on the final day of the New Faculty Orientation Week offers both new lessons and supports a handful of lessons learned from other feedback the faculty provided. Regarding the latter, these lessons include:

- The need to tailor the sessions, as much as possible, to the diverse needs and interests of the new faculty. As one possible solution for offering a greater diversity of sessions, we should consider a conference-like format with more concurrent sessions
- Continue to work toward making the sessions as interactive, practical, and productive for the new faculty as possible
- Give careful attention to preparing for and implementing sessions with Human Resources staff and training for FerrisConnect
- Provide healthier food choices.

New lessons learned from this feedback include:

- Encourage and support colleges and departments in their efforts to develop effective communications with the new faculty both prior to and during the New Faculty Orientation Week
- Consider soliciting promotional items from local merchants

- Partially in response to the need to develop sessions and activities that address the diverse needs of new faculty, consider offering an orientation program earlier in the summer. Providing such a program may afford new faculty more time to apply what they learn to their course syllabi, teaching and assessment methods, etc.

### **Section Four: Final Thoughts**

As with any endeavor of this sort, which requires a great deal of clear and effective communication, thoughtful planning, careful implementation, and thorough evaluation, there is much to be learned and much that can be improved. We have addressed many of these areas for improvement in the text above. Here, we simply offer a few final reflections on other aspects of the 2008 New Faculty Orientation Week.

1. At next year's New Faculty Orientation Week, we need to be certain to collect feedback from the faculty about their experience that first day when they meet with staff in the Human Resources Department.
2. In advance of the New Faculty Orientation Week, we need to provide the new faculty as much information as possible on the web or by e-mail. This information should include the week's schedule and presentation materials. Incidentally, at the outset of this year's week's activities (and throughout the week), we provided the new faculty a CD-ROM with most of the presentation materials. We have also, since the week, provided access to many of the materials on the FCTL website (see: [http://www.ferris.edu/fctl/Announcements/NFOW\\_2008\\_Schedule.htm](http://www.ferris.edu/fctl/Announcements/NFOW_2008_Schedule.htm)).
3. All offices and personnel involved in planning and implementing the New Faculty Orientation Week must themselves communicate clearly, often, and effectively prior to and during the week. As noted previously, an *ad hoc* group comprised of persons from Academic Affairs, FCTL, and colleges such as Arts and Sciences and Professional and Technological Studies, have met to discuss many logistical aspects of NFOW. We are hopeful that this advanced planning and communication will result in fewer miscommunications, duplication of efforts, etc.
4. We need to provide healthier and requested foods throughout the week such as yogurt, fruit, muffins, bagels, juices, tea, and coffee.
5. Depending upon the make-up of the new faculty group, it may be important to include one or more sessions on adult learners and graduate school learners.
6. If we offer sessions again on syllabus building, writing student learning outcomes, and curriculum design, we need to invite the faculty to bring their laptop computers and materials (or at least the materials if the sessions are held in a computer lab).
7. The schedule of the New Faculty Orientation Week has changed each year, as we try to find the appropriate balance of time-on and off tasks, and offer the faculty the most useful and practical tools, information, and experiences. In addition to these challenges,

we recognize that the new faculty who join Ferris State University come with varying kinds and years of teaching experience. This fact alone necessitates careful consideration of how to tailor the week's activities to meet these varying needs of the new faculty. Faculty with little to no teaching experience, in particular, expressed their need for more assistance with the many basic aspects of learner-centered teaching, classroom management, curriculum design, etc.

We will give this careful attention as we look ahead to the 2009 New Faculty Orientation. As part of our consideration of this, we will invite the current new faculty to offer their advice and guidance. We also welcome and will seek the same advice and guidance from Academic Affairs, Deans, and Department Heads and Chairs.