



The findings included in this report stem from the Professional Development (PD) New Faculty Orientation evaluation results from the Spring 2022 term. The evaluation asked attendees about their workshop participation, tenure track, and satisfaction with the orientation including feeling welcomed and future suggestions. A total of 11 valid online evaluations were received and analyzed. A limitation to consider when reviewing these results is that completing an evaluation was optional for attendees.

Did you participate in the New Faculty Orientation(s) during the 21-22 academic year?

Answer	#	%
Yes	9	81.8
No	2	18.2
Total	11	100.0

Please tell us why you didn't participate?

N/A

In what year of the tenure process were you during the 21-22 academic year?

Answer	#	%
Year 1	2	18.2
Year 2	1	9.1
Year 3	5	45.5
Year 4	3	27.3
Total	11	100.0

Workshop Sessions Attended

Tenure 1 and 2 - What sessions did you attend? (select all that apply)	#
Best Practices Conversation – Research on Student Success and Open dialogue	2
Campus Tours	1
Classroom Assessment Techniques (Formative Assessment Processes)	3
Dealing with challenging situations/people (BIT team)	2
End of Semester Documentation how to (grades, SLO/SAO submission, bookstore orders for future semester)	2
Equity 101	2
Great Teachers	1
Nuts and Bolts – Connect and Re-Connect Introductions, General Information, the contract, team building	3

Tenue 3 and 4 - What sessions did you attend? (select all that apply)	#
Best Practices Conversation – Research on Student Success and Open dialogue	2
Campus Equity Data. Begin the process of exploring a praxis	1
Campus Tours	0
Classroom Assessment Techniques (Formative Assessment Processes)	2
Dealing with challenging situations/people (BIT team)	1
End of Semester Documentation how to (grades, SLO/SAO submission, bookstore orders for future semester)	0
Equity Praxis – explore individual practices and develop strategies to create a more equitable learning environment	1
Great Teachers	1
Nuts and Bolts – Connect and Re-Connect Introductions, General Information, the contract, team building	1
Situational Leadership	2

Did you feel welcomed as a new faculty member at Crafton Hills College (CHC)?

Answer	#	%
Yes	9	81.8
No	2	18.2
Total	11	100.0

Please tell us what made you feel welcomed?
Year 1
Everyone is friendly
Year 2
Being invited to these orientations with faculty from every single year on the tenure-track.
Year 3
The friendly faculty and staff. I walk around campus and people smile and say hi. Also, the ability to be part of this group and learn about different aspects of our amazing campus.
Everyone is very kind and welcoming. Any questions I had were always answered.
Aside from my department, the [name] and [name].
It seems to me that many of the people working here at Crafton are positive and really value and enjoy collaborating with one another, so there is definitely a sense of community. I also appreciate the degree to which people communicate with one another. As a new faculty member, I feel that I can ask questions and more experienced colleagues will help me find an answer.
Year 4
Guidance from my dean [name]. Other faculty members expressing interest in my discipline.
New Faculty Orientation program. This was not in place when I was hired and it felt very disorienting and lonely.

Please tell us why you didn't feel welcomed?
Year 1
I wasn't mentored by current faculty. I didn't feel like my expertise / knowledge was considered in the induction process.

What information was most helpful in preparing you for your role at CHC?
Year 1
The resources and contacts that are available at non instructional offices at CHC
I'm not sure how to answer this. I found sessions focused on getting to know fellow faculty to be of value, but felt there weren't enough of these.
Year 2
Outlining the tenure process during the onboarding and seeing the evaluation forms ahead of time. Also receiving a Senate approved faculty member to evaluate me.
Year 3
How to get in contact with people and what everyone does.
All of it
I have found all the meetings useful.

Year 4
Curricunet info, what do chairs do presentation, SLO. Everything that applies to the actual tasks outside of the classroom.
Professional development requirements

Additional Support Needed

- An institutional knowledge guide would be great.
- New faculty are not aware of, for example when do seek the help of the chair vs the dean, vs the instruction office etc.
- I need dedicated mentoring.
- I would recommend that at least two of the sessions be dedicated to working with new faculty to build a curriculum/ brainstorm sessions they can present and would like to receive presentations on.
- Guidance before every evaluation to make my teaching observation and my interaction with my colleagues and staff successful so there are no surprises during the evaluation process
- Continue support on improving my classroom effectiveness and what services are available to help my student succeed
- Help with students with behavioral issues that are neither a danger to themselves or others
- Every time I try to get help in that matter it gets dismissed with the keyword classroom management without any specific tools or processes

What information and/or support do you still need to be successful at CHC?
Year 1
An institutional knowledge guide would be great. The things that CHC faculty take for granted that new faculty are not aware of, for example when do seek the help of the chair vs the dean, vs the instruction office etc... I still don't know lol! Nothing specific but more so the things that faculty pick up on over time that are more part of the institutional knowledge.
I need dedicated mentoring. I need to spend time brainstorming with other fellow faculty what we need. I feel that surveys don't paint the most accurate picture of the actual needs of faculty. I would recommend that at least two of the sessions be dedicated to working with new faculty to build a curriculum/ brainstorm sessions they can present and would like to receive presentations on.
Year 2
Guidance before every evaluation to make my teaching observation and my interaction with my colleagues and staff successful so there are no surprises during the evaluation process. Transparency and any feedback before the evaluations process to avoid any surprise improvement plans.
Year 3
Continue support on improving my classroom effectiveness and what services are available to help my student succeed.
Procedures. What is expected at the end of each semester.
I feel well prepared and informed.
Year 4
Help with students with behavioral issues that are neither a danger to themselves or others, but significantly influence the learning environment for fellow students.
Every time I try to get help in that matter it gets dismissed with the keyword classroom management without any specific tools or processes.

Suggested Improvements

- Including some type of mentorship program. (n=3)
- Have dedicated and sincere brainstorming sessions that take into account existing knowledge.
- Campus tour mandatory in the first year.
- Outlines/recordings of any meetings with highlights for when we cannot attend.
- Time to connect with other non-instructional faculty

What suggestions do you have to improve the new faculty orientation?
Year 1
Including some type of mentorship program. Maybe pairing a new faculty with a trusted CHC veteran for brief discussions where the new faculty can privately ask questions that maybe they are embarrassed to ask in the group. That person could also remain a contact when the faculty has some of those institutional knowledge questions that are easy or possible to find documented.
Ask new faculty what they need. Have dedicated and sincere brainstorming sessions that take into account existing knowledge. Set up mentoring. Have sessions that are faculty only.
Year 2
I don't think improvements need to be made. The orientations will evolve if we continue to have conversations about new services/resources and reminders of current services/resources for faculty.
Year 3
Campus tour mandatory in the first year. I missed out because of COVID and there are still places I am learning about. Outlines/recordings of any meetings with highlights for when we cannot attend.
A mentor program.
Year 4
More information about what non-instructional faculty do.
Time to connect with other non-instructional faculty

Please feel free to provide any additional feedback below.
I feel very welcomed, included and heard during this process. Thank you for all you do.
Thank you for all your work on this, I truly appreciate it and I did not feel like I was alone.