



HLC Accreditation 2016-2017

## **Evidence Document**

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Academic Affairs

Faculty Development

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## **Faculty Development Report and Actions 2015-2016**

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**Additional information:**

## New Faculty Orientation August 11<sup>th</sup>, 2015

#	Sessions evaluation:	Fair (2)	Good (3)	Very Good (4)	Excellent (5)	Mean
1	<b>WICHITA AND WICHITA STATE UNIVERSITY</b> Visit Wichita; Jay Price	0%	22%	39%	39%	4.17
2	<b>GOVERNANCE, POLICY AND LEGAL MATTERS</b> Peer Moore-Jansen, Faculty Senate; Kerry Wilks, Graduate School; David Moses, General Counsel	0%	39%	39%	22%	3.83
3	<b>RESOURCES</b> Becky Hundley, RTT; Toney Flack, ITS; Rhonda Huisman, Library; Maureen Dasey-Morales, Counseling	0%	22%	39%	33%	4.00
4	<b>TENURE AND PROMOTION</b> Tony Vizzini, Provost; Gaylen Chandler, Business School; Julie Bees, Fine Arts	11%	17%	50%	17%	3.76
5	<b>PERFORMANCE AND ENGAGEMENT</b> Deepak Gupta, Dorothy Harpool, Brandy Jackson, Patty Beamer	0%	28%	44%	22%	3.94
6	<b>EFFECTIVE TEACHING</b> Ron Matson, LAS; John Belt, AET; Marc Porcaro, Online Learning	6%	28%	22%	44%	4.06
7	<b>STUDENT SUCCESS</b> Rick Muma, Academic Affairs; Eric Sexton, Student Affairs, Gina Crabtree, Registrar; Grady Landrum, Disability Services	6%	33%	33%	28%	3.83

#	Topic Evaluation:	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)	Mean
1	Teaching effectiveness	0%	16%	21%	42%	21%	3.68
2	Blackboard management	32%	26%	16%	16%	11%	2.47
3	Research resources	6%	33%	33%	17%	11%	2.94
4	Tenure/ performance expectations	0%	6%	24%	41%	29%	3.94
5	University structure	0%	26%	32%	32%	11%	3.26
6	Strategic initiatives in the university	0%	22%	39%	17%	22%	3.39
7	Faculty services	0%	17%	39%	28%	17%	3.44
8	Student services	0%	17%	22%	44%	17%	3.61
9	Guidance on being successful	0%	21%	21%	37%	21%	3.58
10	Productivity/ Time management	11%	42%	16%	16%	16%	2.84
11	University policy and procedures	5%	16%	32%	37%	11%	3.32
12	Living in Wichita	11%	0%	21%	47%	21%	3.68
13	Campus information	0%	26%	21%	42%	11%	3.37

#	Evaluate:	Very Dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Very Satisfied (5)	Mean
1	Opportunity to socialize	0%	5%	16%	58%	21%	3.95
2	Comfortable to ask questions	0%	11%	5%	42%	42%	4.16
3	Opportunity to meet the leadership	5%	0%	10%	55%	30%	4.05
4	Food	0%	5%	5%	58%	32%	4.16
5	Communication	0%	11%	21%	32%	37%	3.95
6	Overall organization	0%	0%	11%	37%	53%	4.42
7	Gifts	0%	6%	24%	24%	47%	4.12

### What can we do to improve the overall quality of the New Faculty Orientation?

Introductions of faculty & provide a way to interact

Living in Wichita

Too much information at once; suggest breaking this into two or three sessions over a few days; provide a list of all new faculty, their departments, and email addresses; some graphs were presented, they were quite unprofessional in the way they were formatted; tell presenters not to stand in front of the screen (if they expect us to read what is on it)

Too long. Prefer 2 half days.

it's already the best

I was disappointed that the lecture re: success at your first class conflicted with the CHP orientation. Really wanted to attend that. This is quite a long time to wait for the evaluation. Don't remember it all.

decrease the time

Overall it was very good. I think that more on RTT would have been helpful.

With an orientation being only 1 day it is difficult to cover anything additional. However, I feel like little was shared with the "services" available to the faculty. Yes, there were some administration leaders that briefly spoke on what their department does but most of those speakers only talked about what their office does and didn't really encourage new faculty to seek their expertise and/or these are the services available to you.

Too much sitting! It was very hard to focus on all that information after sitting for so long in less than comfortable chairs. I would have appreciate more opportunities to get up and move around (even small ones).

Some speakers seemed to use this opportunity to brag about themselves a little, which wasn't most useful. Also, being non-tenure track, I was placed in a health department centered parallel session, it felt irrelevant at times.

### Other questions you would have liked to be answered during NFO:

I asked all the questions I wanted

Research resources and procedures

How do we find teaching resources? Coming from other industry, it has been tough figuring out where to find information.

all questions were answered

More detailed teaching expectations from the university.

### What content of New Faculty Orientation should we skip?

Effective teaching. It should be more actionable.

None- it was great

Too long. Good stuff but a long day!

Way too much time spent on on-line stats

All the information provided has its place within an orientation setting. Each new faculty member will be coming in with different questions and interests. Therefore, just because something may not have appealed to me...it may have addressed another concern.

It all seemed pretty essential

preaching about what we should do etc

none - maybe just a follow-up because there is so much to remember

Resources

### What content shared at New Faculty Orientation was most helpful for you?

All of them

About Wichita

Legal stuff

Tenure and Promotion

New teacher stuff

performance and engagement

Resources

I enjoyed the content in the non-tenured section. The faculty who spoke were great!

Resources

Tenure and Promotion

University governance, teaching support resources

briefcase and laser pointer

general information as faculty at WSU

Tenure and promotion

Resources

### Actions in response to the feedback:

After careful review of the written feedback from participants in the New Faculty Orientation and informal conversation with some of them, we have outlined the following changes for the upcoming New Faculty Orientation 2016 (NFO16):

1. Schedule orientation on campus to allow better immersion of new faculty. NFO was off-campus in 2015.
2. Increase the duration of breaks to allow better socialization.
3. Change certain sessions based on specific feedback – reduce or increase the time allocated to certain topics.
4. Coordinate with speakers to assure all critical topics are covered.
5. Create attendees contact information and distribute to the new faculty.
6. Capitalize on ongoing events in RSC to enhance the welcoming atmosphere – there will be an ongoing showcase of many campus offices.
7. Create a resource portal that new faculty can revisit after the initial orientation – in response to the overwhelming amount of information presented.

## Faculty Development Activities Academic Year 2015-2016

1. How many events have you attended during 2015/2016 academic year? - Most respondents attended 3-6 events.

2. How likely are you to attend teaching, research, or other developmental activities on campus?

#	Answer		%
1	Definitely		23%
2	Probably		46%
3	Might or might not		31%
4	Probably not		0%
5	Definitely not		0%

3. What is the primary reason for not attending some of the workshops and support activities on campus? - Most respondents indicated that events and workshops were offered in inconvenient times

4. Please indicated your satisfaction with the activities and events listed below.

#	Question	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
1	Tony Vizzini talk about tenure	0%	56%	22%	0%	22%
2	Pre-Tenure Club meetings	8%	77%	15%	0%	0%
3	Office of HR workshops	0%	40%	60%	0%	0%
4	UBIT training	0%	33%	33%	33%	0%
5	Library workshops	14%	71%	0%	0%	14%
6	Workshops by Instructional Design and Technology	14%	71%	14%	0%	0%
7	Office of research workshops	13%	75%	13%	0%	0%
8	Other faculty development activities	22%	67%	11%	0%	0%

5. What is the main area of concern in terms of support for faculty on campus? Please identify one area that is most relevant to you.

Tenure

Instructional assessment.

Of course budgeting is my biggest concern at the state level. At WSU I've been disappointed that all software is not available to all faculty- for instance brain shark. It seems ridiculous that departments have to budget to pay licensing fees for limited numbers of people. Either we have it or we don't. I hate Panopto because of the inability to stop and re-record over an error. You have to start all over-ridiculous in 2016. I do not like the limited availability of test statistics through Blackboard and don't understand why I can't get KR20s for each question and for exams as a whole. That limits my ability to use evidence-based practices in my examination development skills. I guess technology and the financial constraints around it overall is my biggest frustration. Although WSU technology it's better than it was 5 years ago, it's still underwhelming and behind the times. The other major frustration is communication @ WSU. There is no guarantee that Joel K. will approve the announcements or post them in a timely matter. Calendar planning is difficult when there is not enough advance notice of upcoming workshops. Doesn't anybody look at the calendar to see that an entire department or college are unavailable when some campus workshops or scholarship activities are announced? Of course, there is no perfect time when everyone is available, so an archived recording would be helpful and make us more inclusive as a community. It often seems like the right hand doesn't know what the left hand is doing, so to speak.

Burden of ever growing number of administrative tasks with no time to do research. Young colleagues leaving WSU.

Teaching support

The nuts and bolts of putting together primary/secondary dossier.

Funding

6. What kind of workshops or developmental support would you like to see offered on campus?

More support for teaching.

More of the same - especially talks from people who successfully attained tenure recently.

Using Endnote has been frustrating. The librarian doesn't really know much about it because he doesn't use it very often. OK, but can we have an Endnote "expert" or two identified who really do use it a lot and know about the plug ins, the various editions, the online site and getting all these Endnote products to function smoothly for us who are trying to be efficient with time challenges involved in the tenure/publication requirements. You would be surprised how many tenured faculty do not use it themselves or suggest that research assistants manage that aspect. Not all faculty on tenure track have research assistants or grad assistants of any kind. It would be nice to know how many tenure track faculty could really use the assistance and maybe we could share such research assistance. The Endnote videos are not helpful to me.

Teaching support, help with compiling tenure materials, meeting and collaborating with faculty from different departments

I know it's already being implemented but please continue to offer workshops/development sessions on grant writing

## 7. Any further concerns or suggestions?

The campus community is very supportive but I would appreciate even more formal opportunities to grow in areas of research, teaching, and leadership. These opportunities also help ensure that people in different departments are on the same page in approaching issues and sending consistent messages to students.

I would like earlier notifications of workshops. Several times, they've occurred when we already had departmental or college level important meetings. It would be nice if they were available as an archive I could view later and reply to the presenters with questions, suggestions, etc. that may not have been covered to feel the opportunity to be more connected. I would attend more pre-tenure club meetings if I could. The ones I've attended have been very helpful and Geri is a wonderful encourager. Communication frustrations occur for students who often complain that the WSU website is not user friendly and that some of it is outdated, difficult to get questions answered and end up calling faculty for help. FAQs would be nice for every department. Just from a marketing standpoint, compared to other state schools in KS, our web presence is woeful-and the students tell us so. IN general, my concern is that we are not student-centered enough. Several classrooms are not wifi capable, with poor visibility of the projection screen for many of the students.- who are vocal about their perception that we are not important enough to have the really good classrooms like their friends, etc. I'd rather have the support to put all my lectures on Brain Shark and let the students choose to view them with adequate visibility at their convenience, Face to face classes should have the very best in classroom comfort, with excellent sightlines and internet availability, Thanks for the opportunity to share my opinions with some degree of confidentiality. Why don't we seek faculty input in surveys more frequently at WSU?

## Feedback Summary:

The following key issues have emerged from the faculty feedback:

1. Timing of the developmental events is a major challenge to attendance.
2. Timely and convenient delivery of information about upcoming events and workshops.
3. More teaching and instructional support.
4. Specific instructions on tenure and promotion dossier preparation.
5. More support on grant writing and managing grants.
6. Improve the access and instructions related to various software packages needed for research.
7. More opportunities to collaborate and interact with faculty from other departments.
8. More opportunities to provide feedback about faculty experiences and difficulties.

### Actions to be taken in response to the feedback:

After careful review of the written feedback, we have outlined the following action steps as we prepare for the new academic year:

1. Create schedule of activities and communicate it through multiple channels to reach faculty in many ways.
2. Coordinate with all departments that offer developmental activities to create a unified schedule and be convenient for faculty to find events relevant to their interests.
3. Develop and offer more teaching oriented workshops and materials.
4. Utilize the new website to offer more teaching and instructional solutions.
5. Open an ongoing channel of communications for faculty to seek help and provide feedback.
6. Create a comprehensive survey about faculty support and collect feedback at least once a year.
7. Continuously evaluate sessions and events.