

**ASSESSMENT RESULTS FOR NEW FACULTY ORIENTATION AND
PROFESSIONAL DEVELOPMENT WORKSHOPS SPONSORED BY PROVOST'S OFFICE
2012-2013**

List of Events

Topic	Audience
New Faculty Orientation Day 1: Human Resources Day 2: Provost Office	All
Preparing a Competitive MSU Faculty Grant Proposal	Tenure-Track
Preparing for Annual Tenure/Promotion Evaluations: CHPA and LIB	Tenure-Track
Preparing for Annual Tenure/Promotion Evaluations: COAL	Tenure-Track
Preparing for Annual Tenure/Promotion Evaluations: COB	Tenure-Track
Preparing for Annual Tenure/Promotion Evaluations: CHHS	Tenure-Track
Preparing for Promotion Evaluations for Instructors: CNAS	Tenure-Track
Preparing for Annual Tenure/Promotion Evaluations: CNAS	Tenure-Track
Preparing for Annual Tenure/Promotion Evaluations: COE	Tenure-Track
Using Digital Measures to Record Faculty Productivity Indicators	All
Student Support Services and Dealing with Active Shooters	All + Administrators
General Support for Research	Tenure-Track
Research Compliance	Tenure-Track
Preparing for Promotion	Clinical Faculty
Preparing for Promotion to Senior Instructor	Instructors
Beginning and Implementing a Focused Research Agenda	Tenure-Track
Meeting the Needs of Students with Autism Spectrum Disorder	All
Directing Student Research	Tenure-Track
Responding to Editorial Feedback	All

Evaluation of New Faculty Orientation

Average Ratings¹

	Tenure-Track	Instructors-Clinical
The Human Resources Orientation on Monday afternoon was informative and provided relevant information.	4.14	4.42
The Human Resources Orientation on Monday afternoon lasted the appropriate amount of time.	3	3.92
The Provost's Orientation Session on Tuesday morning was informative and provided relevant information.	4.4	4.38
The Provost's Orientation Session on Tuesday morning lasted the appropriate amount of time.	4.27	4.08
The Provost's Orientation Session on Tuesday morning provided sufficient information about the mission and general atmosphere at Missouri State University.	4.4	4.54
The Provost's Orientation Session on Tuesday morning provided sufficient introductory information about MSU's resources to support teaching.	4.53	4.31
The Provost's Orientation Session on Tuesday morning provided sufficient introductory information about MSU's resources to support research.	4.6	
The Provost's Orientation Session on Tuesday morning provided sufficient introductory information about establishing learning outcomes in my courses.		4.15
The Provost's Orientation Session on Tuesday morning increased my optimism about succeeding as a faculty member at Missouri State University.	4.33	4.46
I plan to participate in the faculty development workshops provided by the Provost's Office.	4.27	4.29

Comments from Tenure-Track Faculty:

- I felt that the HR time on Monday could have been expedited by filling out information before hand, and just sticking to the tougher decisions like payroll deductions and retirement issues.
- I have a teaching conflict with some of the development workshops which worries me.
- I did not appreciate the large break between the Human Resources discussion and TIAA-CREF
- I did not attend HR section because I have been at MSU for 3 years.
- The benefits presentation was difficult to follow. Many assumptions were made as to the knowledge of the employees. For example, I have never had a "cafeteria plan before" and spent a fair amount of time trying to figure out where food factors in. Also, the hall is simply too large to just hold up a piece of paper and say "look at this one". Perhaps some of the teaching technology could be of service to this presentation.

¹ Likert scale used for all evaluations: 5 = strongly agree, 4 = agree; 3 = neutral; 2 = disagree; 1 = strongly disagree

Comments from Instructors and Clinical Faculty:

- When we split off into two groups on Tuesday, the workshop for instructors was not what I was expecting. I think it was less a session on using SLOs to build a course and more a showcase of what can be done to make a course effective online. Valuable information but packaged incorrectly.
- My desire is to attend the workshops, but preparing for courses and driving to Joplin makes the time sacrifice a difficult choice.
- As I attended the orientation in the fall of 2011, I did not attend Monday's orientation...no place to say that it was NA.
- I was unable to attend, however I did attend orientation in January.
- I appreciate the new faculty orientation, but amid the flurry of other tasks that confront new faculty, I would have preferred to have those sessions combined into a single day.
- I greatly enjoyed the orientation! Lots of useful info!

Evaluation of MSU Grant/Summer Faculty Fellowship Presentation

Average Ratings

This presentation provided clear information on who is eligible to apply for MSU Faculty Grants and Summer Faculty Fellowships	5.0
This presentation provided clear information on the expenditures allowable by MSU Faculty Grants	4.9
This presentation provided clear information on who is eligible to apply for Summer Faculty Fellowships	4.8
This presentation provided clear information on the expenditures covered by Summer Faculty Fellowships	4.9
This presentation provided clear information on the review and selection process for MSU Faculty Grants and Summer Faculty Fellowships	4.4
This presentation provided clear information on how to write the Project Summary	4
This presentation provided clear information on how to write the Purpose of the Project section	4
This presentation provided clear information on how to write the Research Design and Methods section	3.7
This presentation provided clear information on how to prepare the Budget section	3.8
Overall, this session provided valuable information regarding	4.6
I plan to apply for an MSU Faculty Grant this year	3.9
I plan to apply for a Summer Faculty Fellowship this year	2.4

Comments

- The clarity/specificity of the PowerPoint slides was great, but do not read slides word for word, and esp. don't move the cursor along each word while reading! The presentation was very valuable, and I thank the faculty who put it together.
- Great info and I really appreciate the instructors taking time to present to us! However, sounds like my college might be different in terms of the faculty stipend. I could be wrong. Guess I missed that point.
- Would like to have had this information the first week of the semester. I think this was an excellent overview of the FRG process, but very specific information such as budget items (how much does a GA make per hour) were not addressed, which would have been helpful.
- Helpful hints were given that help authors of proposals understand what reviewers are looking for, in the writing process, but it would also have been really helpful to have examples of funded proposals from previous years in many different disciplines to see how best to outline and structure the proposal.
- I had read the slides prior to attending. The lecture did provide some additional tidbits/suggestions that were helpful.

Evaluation of Presentation on Supporting Students with Autism

Approximately 20 people attended the workshop, and 13 completed the evaluation. Most participants were from CNAS, but faculty from CHHS, COAL, and CHPA also attended.

Average Ratings

This presentation helped me understand the purpose and mission of Project ACCESS.	4.33
This presentation helped me understand what characteristics/ behaviors make up Autism Spectrum Disorders.	4.38
I have a clearer understanding of what autism is and what it is not.	4.62
This presentation helped me understand some ways to increase positive communication with ASD students.	3.62
This presentation answered my questions about Autism Spectrum Disorders.	3.62

Comments

- A lot was only peripherally related to our issues with college students (which would be interesting if I didn't have 1000 other things to do). Too much background, talk about "youngsters", etc. Not directed to target audience. I don't need to diagnose a child, for example. What is our responsibility?
- Dealing with classroom disruptions?
- Not enough content on college level classroom.
- The presentation was very medical. While good for academically understanding autism, I feel like a few topics came up that seemed to belittle or shame autism. Perhaps the presenters could look into incorporating the aspects of disability pride and universal design into their presentation/ recommendation. Also, the point should be made that a student only needs to meet the learning objectives to complete a course; it is not the instructor's job to push students out of a program because they view them as unhirable.
- Very interesting, but more emphasis on what to do if you have a student with ASD would be more helpful. More came up at the end, but the time could have been divided better to accommodate more examples or suggestions.
- I got here a minute or two late. Were there handouts! I didn't see anyone with any, but they were mentioned.
- The presentation raised questions, which is good and will lead to more learning. I am feeling extremely challenged as my field (and I) work/ think holistically. Not sure how to work with such students without having to give excessive time that I feel I do not have. Need to find a way. We need help/ center on campus!
- More info on what to do as opposed to speculations about Disorder. Needed more info on how to ID students with disorder. Not an easy presentation considering the topic. No easy ID of students and such a wide range of behaviors equals tough to say a black and white method of dealing with students.
- I felt like using the generalization that many individuals with ASD enjoy working with computers was an ineffective tool. It almost came off as profiling. To better reach the wide variety of educators present, you should use another approach.

Evaluation of Presentation on Preparing for Promotion for Instructors and Clinical Faculty

Seven people attended the workshop, and five of them completed the evaluation. Average ratings:

This presentation helped me understand how to identify my department's criteria for promotion in the area of research (if applicable).	4.6
This presentation helped me understand how to identify my department's criteria for promotion in the area of service.	4.6
This presentation helped me understand how to identify my department's criteria for promotion in the area of teaching.	4.6
This presentation helped me understand how to optimally document my performance in teaching, service, and research within the context of my department's criteria for yearly evaluation.	4
This presentation helped me understand what feedback to expect from my annual evaluation regarding my progress toward promotion.	4.8
This presentation helped me to understand the process of evaluation during my application year.	5

Comments:

- Great job!
- Thanks for the information!
- Thank you!
- This presentation was extremely helpful!

Evaluation of Presentation on Preparing for Promotion for Instructors and Clinical Faculty

Three people attended the workshop and completed the evaluation. All attendees were from CHHS. Average ratings:

This presentation helped me understand how to identify my department's criteria for promotion in the area of clinical education.	4.33
This presentation helped me understand how to identify my department's criteria for promotion in the area of professional productivity.	4.0
This presentation helped me understand how to identify my department's criteria for promotion in the area of service.	4.0
This presentation helped me understand how to optimally document my performance in clinical education, professional productivity, and service within the context of my department's criteria for my yearly evaluation.	3.0
This presentation helped me understand what feedback to expect from my annual evaluation regarding my progress toward promotion.	4.33
This presentation helped me to understand the process of evaluation during my application year.	4.67

Comments

Having a portfolio would've been helpful.

College-Specific Workshops on Preparing for Tenure and/or Promotion

These workshops were well-attended, with numerous faculty participating in each. However, assessments were not solicited until all had been completed. Despite numerous prompts, there were no responses to any of the electronic assessment surveys.

Evaluation of Presentation on Digital Measures

Only three people attended the workshop, and two of them completed the evaluation. They indicated that the presentation helped them understand how to enter their accomplishments in teaching, research, and service into the DM system. One commented that it would have been more useful to offer the workshop in a lab and ensure that participants had an account established in DM so they could actually enter some items. Nine additional faculty members responded to a request for evaluation. Of these, five indicated that they did not attend because they had a conflict, three indicated that they did not need the information, and one indicated that s/he did not know about the workshop.

Evaluation of Presentation on Research Compliance

Only three people attended the workshop, and two of them completed the evaluation. They indicated that the presentation helped them understand how MSU policies and procedures regarding IACUC, IRB, COI, and export control. One of the attendees indicated that he was likely to conduct research regarding animals in the near future, and the other said she had already been conducting research with human participants and would continue doing so.

Evaluation of Presentation on Establishing a Focused Research Agenda

Only three people attended the workshop; COB conducted their own workshop on this topic in the fall and none of their faculty attended this one. The participants indicated that the presentation helped them understand what a focused research agenda is, the advantages of such an agenda, and how to address any barriers to establishing a line of research. Two indicated that they would be conducting a focused line of research during the next five years at MSU.

Evaluation of Presentation on Responding to Editorial Feedback

Only one person attended the workshop, so she and the presenters had a general discussion regarding ways in which to ensure writing time, submission of work, and response to editorial feedback.

Assessment Implications for 2013-14 Plans

New Faculty Orientation

- Suggestions regarding HR portion (complete forms prior to session, shorten break between HR and TIAA-CREF, etc.) have been shared with HR personnel
- Holding discussions with FCTL staff to make break-out session for non-tenure-track faculty more focused
- Include overview information regarding workshops on promotion for non-tenure-track faculty as we do for tenure-track faculty

Preparing for Tenure and/or Promotion (Fall semester)

- Continue to offer these for each college during the fall semester.
- Offer workshops for clinical faculty and instructors in the fall rather than waiting until spring
- Conduct evaluations at the end of each session rather than waiting until all are complete.
- Include model portfolios in each

Content for Other Workshops (Spring semester)

- General issue is to emphasize that new faculty should have 3:30-5:00 available for development activities and their administrators should encourage them to attend. It continues to be critical, however, that the content be sufficiently meaningful to warrant time away from their offices and other responsibilities.
- Keep presentations on MSU Research Grant and Summer Faculty Fellowship. No substantive modifications.
- Keep presentation on Digital Measures; however, conduct it in a computer lab and ensure that all attendees have accounts established prior to the workshop. Also, ask deans for specific expectations regarding required faculty entries prior to workshop.
- Include additional information on supporting students with special needs (include the word autism in description, as well as other categories requiring accommodations). Focus on what faculty can/should do to meet special needs in and outside of class. Describe MSU resources available. We had been offering a special session on “student support services,” but this year that session was expanded to include ensuring student safety (e.g., active shooter). As a result, the information on student support was somewhat over-shadowed. Perhaps consider two sessions, with one focused on (a) academic support for all students and the other focused on (b) behavioral support (e.g., the Behavioral Intervention Team), and (c) academic and behavioral support for students with special needs.
- Attendance this year (and it previous years) for presentations on research support, focused research agenda, compliance, responding to editorial feedback was very low. Consequently, these topics should not automatically be included in the spring slate. Rather input will be solicited from each faculty cohort, Years 1 through 4, in mid-fall to determine desired topics to offer in the spring.