

# ***First Year Program***

## **Final Program Evaluations**

### **2001-2002 thru 2004-2005**

### **Mean Evaluation Scores**

On a scale of 1 (not in the least) to 10 (fully), to what extent did the <i>First Year Program</i> achieve each of three goals it professed at the beginning of the year?	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>	<b>2004-2005</b>	<b>Overall</b>
A. Develop a clear understanding of institutional traditions, procedures and resources.	7.7	8.3	8.3	8.9	8.3
B. Enhance knowledge and skills relevant to improved instruction and scholarly/creative activity.	7.3	8.5	8.3	8.7	8.3
C. Cultivate collegial relationships among new faculty from departments across campus.	9.1	8.3	8.7	8.8	8.8
Number of Respondents =	9	13	16	21	59

## **Open-Ended Responses**

### **2004 — 2005**

1. On a scale of 1 (not in the least) to 10 (fully), to what extent did the ***First Year Program*** achieve each of three goals it professed at the beginning of the year? (Please enter a number and any comments you see fit for each goal.)
  - A. **Develop a clear understanding of institutional traditions, procedures and resources.**
    - I did get a strong sense of the nature of university and what it valued and what it's goals were. And I highly valued this from the training. I also gained a sense that these values like many institutions were changing to meet the times. John's candor about these issues were very insightful and important.
    - Very nice and friendly way to introduce us to the institution...made me feel cared for.
    - The program shares more on traditions, procedures and resources than is humanly possible to absorb (at least for this human.) On exposure, the rating is more like 8 or 9. However, understanding is demonstrated through implementation. For example, while the first year program exposed me to the content of the Purple Book, it wasn't until I had to compile mine that I understood the procedure.
    - This was done very well, and the rest you can probably only learn by living it!
    - Some departmental/college issues and differences made this difficult. Where I understood general ideas, I needed to be able to personalize some things more in order for them to be wholly meaningful and helpful to me.
    - There's always more to learn, but the program helped introduce us to UW-Whitewater in a very comprehensive way.
    - I remember the purple book session the best regarding this goal. It was helpful because we were certainly nervous and curious about it. However, I thought it came almost too early in the year for any of the good information to really sink in.
    - Our fist consultation (in the psych department) was in February, so we were working on the purple books in January and mid-February. Even pushing the purple book session back a month would have allowed me a bit more context for the information.
    - Traditions, procedures, resources
    - I learned quite a bit!
    - I might rate this goal a little higher if I had time to read through more of the handouts and other materials that we received at the meetings; this is to say that I probably have more information in my possession in these regards than I realize, at least regarding resources. I also might not recall that much about traditions (e.g., in the event that this information was less formally conveyed?).

**B. Enhance knowledge and skills relevant to improved instruction and scholarly/creative activity.**

- Too much to cover under that goal for the First Year Program. I felt overwhelmed just keeping up the barest minimum necessary, let alone improve my instruction skills and/or scholarly activities. The handouts and other information provided should be useful later in my career, though.
- I think this was one of the strongest areas of the program and the area that I think will be most beneficial to myself as a scholar.
- Plenty of good info and thoughts.
- The research session was outstanding...definitely worth the price of admission. The teaching session was probably more useful to someone with less experience. Exposure to basics like setting learning objectives and grading issues is always useful.
- This was also very good.
- As a 15 year veteran of teaching, the instructional issues were not as significant although moving up to the college level had some differences which the program helped me address. I am still trying to figure out how to fit the scholarly activity in although I have fit some creative activity in.
- Introduction to other colleagues and to campus resources were highlights. It seemed like this was secondary, although important and well-done.
- knowledge – scholarly/creative activity, knowledge – improved instruction
- The sessions were informative and generally well organized. Since I came in from a faculty position at another institution there were a lot things that I was already familiar with, but I feel pretty confident that I learned something new from every session.
- From what I recall, I did not personally benefit that much in these categories, however, let me repeat that I have not had time to read many of the numerous help-articles and other handouts regarding teaching and research. I originally answered this item with 6, but I perused several titles to several articles just now; and I'm optimistic there is useful information among these articles.

**C. Cultivate collegial relationships among new faculty from departments across campus.**

- Otherwise I don't think I have chance to know them.
- As a social scientist though I recognize although this was fantastic introduction to the campus it takes many years of interaction to fully understand this type of institution. I think more movement between different areas of the college or more intensive tour might be useful in the future, particularly if the new faculty could introduce their new colleagues their own faculty. This could be helpful in bridging the gaps between some areas.
- Very nice to meet people from other departments.
- It was great to meet colleagues from other departments, however, I don't think a cohort was achieved. It's interesting and a bit unfortunate that folks around here don't socialize with each other. Had it at my previous school and I admit that I miss it.
- This has been nice and I will miss these regular get-togethers with my cohort. The different pictures of the university are interesting and also help put my own little experience of it in a broader perspective.
- This was the most important aspect for me. Apart from a scholarship issue, I was able to have conversation with others at the same point that I was at.
- This is one of the most positive aspects of the program.
- I didn't actually get to know too many other people – partly my fault for usually sitting with the same people. However, I would like to suggest having a purely social activity or two (maybe once a semester?), maybe involving not just first year, but also new faculty from first 2-3 years? (Or was there something like that? Everything from this year is sort of a blur at this point.)
- Although names (of new colleagues) that I knew well in fall semester faded a bit by spring (and currently), it was always enjoyable to interact with other new faculty.

**2. What changes would you suggest to improve next year's offering of the *First Year Program*? (Your remarks might address time, format, topics . . . the need for a new program director – the world is your oyster.)**

- Some way of tracking the progress of first year program's graduates...for me a lot of the topics that were covered would come in handy in a couple years or so, so I'm assuming it would be the same for others too. A lot of the program topics were on PowerPoint. I know the heard copies of those were distributed, but it would be nice to have access to those presentations on line during a moment of crisis. I'd rather go digital and save trees than have to hunt through the piles of paper to get one tiny bit of information.

- May invite more successful faculty members in terms of teaching and research to introduce their experiences and lessons they had.
- No need for any major changes, I would think. Maybe pre-meeting readings might be an idea, but then again people might not take the time to read them...
- Maybe a session on study abroad and/or travel study could be addressed. Also, something on committee work at a university (expectations, etc.)
- Given the current budget considerations, I really just want to say what a wonderful experience this was for me and I hope the administration values this program as much as I do. The program I would not change at all. John you do a fantastic and realistic view of what it is to be a faculty member here at UWW. All the information I found useful and I have tried to put most of the ideas into practice, although I have had more success with some ideas than others, this is my fault not the programs. As I mentioned above a more intimate tour of campus and possibility of meeting existing faculty would be important. Perhaps scheduling this latter in the year, where people have a better sense of the campus and what resources they might be seeking that might be useful to them. Using our new colleagues as bridges could be useful to all involved.
- Keep the director. (Smiley face) The only thing I found "poorly timed"...by which I mean I agree it is an important issue, but perhaps comparatively far down the issue ladder for 1<sup>st</sup> year faculty was "academic assessment"...at least in the broad institutional sense. I fully agreed that it is an important issue, but at the same time there are so many issues pressing hard related to "personal success" that, at risk of unintentionally sounding self-focused, it was hard to get wound up about the "big picture" just yet.
- Don't have us all in the same tech session. Those who are tech savvy should be fast tracked. There is so much to do during that orientation week and the time used for the tech introduction, at least for a few of us, could have been used for more productive purposes. (2) This probably isn't applicable for the first year program but I'm going to mention it anyway. Experiential learning is amazingly powerful in helping students achieve the higher learning objectives. When I went through my doctoral program, I had the opp to mentor with a case specialist, Bill Wely. Working with him changed my view and style of teaching forever. After I finished some post doc work on teaching and writing cases at Harvard, I started a cross-disciplinary group that met (brown bag style) to discuss case teaching issues. We used cases to learn about issues we confront while teaching cases. Don't know if there is an interest for such a group here but if there is, I'd sure like to get involved. Another, perhaps less time intensive venture would be to form a discussion group on the book Education for Judgment. Hot stuff. (3) Take a pass on the meatloaf next year!!!
- This may not be logistically possible, but the teaching-relating meetings would have been even more useful much earlier on. Even by the last week of August, I had much of the semester planned out. I did gain a lot from these sessions, but it is very hard to put much of it into practice after the semester has started. Especially the first time through a 4/4, the semester gains a momentum of its own that doesn't allow you to step back and reflect on some of the profound ideas we talked about. I hope to go back to them this summer as I plan for next year, but that assumes I'm both diligent and smart enough to remember all that was said. I understand, though, that logistically you probably can't start in early August...the second semester schedule was perfect, as I was just reaching enough of a comfort zone to start thinking once again about research and development possibilities.
- The scheduling was an issue fall semester. I understand that you put the information out the departments, but somehow they did not take it as important enough. I would like to see department chairs understand the significance of participation in the first year program. I needed more help before things started this fall which I think I relayed to you. One week was not enough time to find out about creating syllabi, textbook issues. Maybe my department was just not good at communicating with me. A packet of information about some of those things that could be sent out to those who will be in the first year program as soon as they are hired might help. I would have loved a session with one of the college dean's about what they expect in terms of communication, participation on college and university committees, the relationship between faculty and deans. The hierarchy and when to use it is still a bit of a mystery to me. As someone who has just come through the program, I would love to be a mentor to a first year person next year, not as the person in their department necessarily that they ask the big questions of, but as someone who remembers the struggles of this year. I had a tenured faculty that I talked with for some things, but there were times when I needed to blow off steam about my department and would have liked someone outside the department that could have helped me get some perspective. You, at time, because that person for me who could look more clearly from an outside vantage point.
- I cannot think of anything I would change. It was really a fantastic experience.
- I think we always need more time! (Smiley face) But honestly, I wouldn't change a thing.
- I would recommend that the First Year Program not start until 2 weeks after the semester. I was very overwhelmed with all the department, college and university events going on those first two weeks and could not place all the information into something doable for myself. I also would like to recommend doing some of these meetings in the evening. During the day

was often difficult for those of us who have field experience duties. I think there are some of us that would have been willing to meet at night since many of us are new and don't yet have a lot of connections in the area. This may also lead to more in-deep bounding.

- I really liked the format and content of the last two presentations. We were actually given information we could use and personalize (for example, how to find funding for research.) I'd like to see more presentations like these. I do not think presentations where we are just given power point presentations on material we could read on our own serve any purpose. There were a couple of these. I would eliminate them.
  - Frankly, I think the program is pretty good as is. For me personally, it would have been better if scheduled at another time (I taught courses immediately before and after our meetings.) However, I certainly realize there's not a whole lot you can do about that. I also feel the program should let all those hired for tenure-track positions participate in the program, even if they are ABD. Now, based on the bios of some of the other participants, you might be doing this now. However, because I was ABD when I started here, I was not allowed to participate in the program in my "real" first year when it could have been most beneficial. But, nonetheless, the program was informative and helpful.
  - Continue to feed participants. Consider having the program at various locations around campus. How about having something informal like a picnic? (Nothing academic included.) (Attendance is optional)
  - It's great to meet people from different schools and departments, but in certain areas, it may be more beneficial to meet with people within or close to your discipline. Consider group people based on their area of teaching and research instead of their seating for discussions and activities.
  - The only thing I can think of right now is maybe a "how I spend my summer 'vacation'" session. By which I mean, what are some of the things that faculty here do over the summer, particularly in light of the way the pay schedule works here. I know in theory I should be saving up for the months I won't get paid, but.... It might be something that could just fit into another, but it would be useful to know like: (1) How much do you get paid to each over the summer? (2) How common is it for faculty to teaching during the summer? As a new faculty member should I really be spending the whole summer doing research? (Personally, I think the answer is yes – it's the only time to get anything done.) (3) What types of opportunities are available to get summer salary through internal grants? Other mechanisms? (4) How common is it for people to piece together enough of these things to maintain a full salary over the summer? (5) If you can't put together a full salary, are you still expected to be working? (how much does that vary by department.)
  - One topic I would suggest is "student culture of this university."
  - To be honest I was highly impressed by the whole program. Everything we talked about was truly helpful. This is just one little thing and suggested mostly because I am more organized when someone makes me be that way. We got great handouts from almost every meeting, which I did not read yet, and are in a haphazard pile so that they are in a referenceable form. This a lot of work on your end, but providing a folder for those handouts at the very beginning would have alerted me that I would soon be overwhelmed with very interesting helpful information that I could cache in that folder (three ring binder??). I don't know, maybe a dumb idea, but it would have probably helped me keep on top of things a bit more.
  - As I think back over as many of the meetings as I can recall, my only real comment regards time – that I often or sometimes (certainly not always) found myself with a comment or question for which there was no time (because 2:00 was approaching and there was still much to cover.) That is the quick comment – I elaborate below. You would sometimes acknowledge at meetings that there's more that could be discussed but that "we have to move on." So I inferred that there was a balancing plan in play, to balance content coverage with discussion-question time. (This is partly to say that I am not necessarily suggesting that the meeting times be lengthened.) And clearly, some meetings had plenty of time for questions/discussion. (I enjoyed some of the discussion-generating strategies at some of the meetings, despite the fact that discussions sometimes ended too quickly for me.) Regarding questions, I know I could e-mail or ask my question of someone afterwards (as I did once or twice.) My time comment here refers to times in which I or another faculty member might have had a relevant comment, a discussion-generating question, or an answer to someone else's question/issue.
  - Overall, it was a great program. Perhaps a bit more discussion on the grant opportunities.
3. In what ways, if at all, has the **First Year Program** benefited you, or assisted you with your transition into a tenure-track position at UW-Whitewater?
- The information about tenure process was really helpful. So was the talk on getting grants funded. Overall it was nice to get to meet other new faculty and network with them.
  - Gave me knowledge about teaching methods and information about how I can still do some research even under a heavy teaching job. Definitely helped me to pass tenure here.

- Contact to faculty in other departments is crucial – very well done through the program. Also, it was very good to get some insight in what is going on in other departments and colleges on campus. John, thank YOU for running a successful program!
- The FYP has helped a lot in acquainting me with aspects of my job like tenure, research and obtaining grants. I learned something new out of every session and I enjoyed the opportunity to converse with other new faculty members.
- I really enjoyed meeting my new colleagues and having someone to share the experience of our first year here. The information as far as rules and regulations such the Purple Book, were made sensible as well as conveying our roles and responsibilities in this. I feel that I have much better sense of what will make me a successful member of the campus community. Thanks again for a great first year.
- Again, this was a very nice, friendly introduction to the institution and administration. Everything was conducted in a very lively and entertaining manner, which is important for my ADD addled brain. Lots of great info was presented and it was an excellent opportunity to meet other people from other departments. I really was quite pleased with the experience. By the way, not to sound materialistic...but how will we go about accessing our loot? (Smiley face) Again, congratulations John, you run a tidy ship.
- Great intro to a very diverse and resource intensive environment. Thanks John and Steve.
- It really helped me connect with the broader university committee, anticipate some of the demands that would be made, and come up with ideas for balancing the many demands of teaching at Whitewater. Thank you! It was a good experience and I hope our paths will continue to cross.
- Beginning to make cross-connections on campus was critical. In doctoral programs, mentoring professors are pretty good at this process, but faculty mentors sometimes forget that new people don't know others. We got to meet not only others in the program, but other people from campus that might be important connections. The program also forced me to get out of my office and take time for me on the days that we met. I know that I take almost too much interest in my students and forget to make time for my development. I would highly encourage the continuation of support for the program.
- I can't say enough about this program. I have raved about it to all our new faculty candidates. It really distinguishes Whitewater among institutions of higher ed. When I have discussed my first year here with other faculty, colleagues, family and friends, the First Year Program is at the top of my list of positives.
- It is so easy to fall into a 'fishbowl' existence, circling around in our classes, our offices, our routines. We can become so focused on all the tasks that need doing and the daily grind that we never stop to consider whether there's a better way of doing things. We can wear a path from our cars to our offices so deep it becomes a rut and we don't talk to, support or get support from other faculty. This program was so valuable to me as a new faculty member because it forced me out of my fishbowl – I was able to meet with others who had similar problems and discover some new solutions. I feel like a part of the university community now that I know so many people from other departments. Thanks John and all your helpers too.
- Outside of the first week, I think this is a fantastic program. I feel very fortunate to be part of this program because it provides me with the support I need to make sense of this difficult, elusive tenure track system – de-mythize the process. In addition, I realize that not all universities have this type of program/support. I can't thank John Stone and his staff enough for what they have done. The program agendas, guest speakers, articles and the book, "Advice for New Faculty Members," by Boice were also extremely helpful. Thank, thank, thank.
- The program has clarified for me the pathway to tenure and given me valuable tools to begin the journey. I now know what is expected of me and how to achieve it. I have spoken to people in first year tenure track positions at other universities and no one seems to be doing this. They all wish they have something like it. Thank you for doing it.
- For me, speaking as a person who is actually in his third year, the program was most beneficial to me in regards to gaining more information about "the lay of the land" (resources, procedures, etc.)
- The First Year Program served as a way to interact with others experiencing the same trials and tribulations. Connecting with others helpful.
- It allows me to know more about the institution and its culture.
- I found it very helpful in learning about how UW-W operates. The Purple Book session in particular was very useful. Thanks for putting this all together! Great program!
- Not quite. All of the program participants were new to the university and no one knows what will happen to him/her in six years.
- Denise Ehlers' program particularly helpful to me. I really was not aware there was that much support, even having written one grant already in the Fall. I totally plan to use her much more than I already have...poor Denise. Also, I thought the first and second programs on the Students and hands on technology were a life saver! All of them were great! Thanks so

much for doing this. When I started teaching at University of Virginia there was absolutely no support...actually there was support but I didn't know about it until I was there 2 years!!!!!!

- This summer I will (hopefully) look through more of the information/articles I received across these meetings, and I anticipate experiencing more benefit than I might have reported above, in areas of teaching, research and knowledge about the university. The meetings themselves (somewhat independent of content) were a nice break from the normal work week; in the meetings, we could relax a little, and hear from and talk to each other (other new faculty) as well as you and the other planners. I looked forward to the first year meetings, and I think this "break" element was part of why, in addition to the information and discussion components. Thanks for your efforts in the program.
- I believe I have a better understanding of the opportunities and campus expectations that I may not have been otherwise exposed to.

## **2003 — 2004**

1. On a scale of 1 (not in the least) to 10 (fully), to what extent did the **First Year Program** achieve each of three goals it professed at the beginning of the year? (Please enter a number and any comments you see fit for each goal.)
  - A. **Develop a clear understanding of institutional traditions, procedures and resources.**
    - Maybe a handbook or resources would be helpful. Regarding the procedures, the "your mileage may vary" factor makes that goal difficult to achieve.
    - That's not a negative, I just consider a 10 to be something that comes with years of experience.
    - I would have liked more coverage of the Purple Book. It might have also been useful to discuss committee obligations in a more focused way – how many committees are we expected to serve on, should we make sure that we serve on both College committees and department committees, etc? How important is committee work anyway?
    - One thing that helped me (although I've been slack this semester) is to put everything that I've received from the program into a 3 ring binder, so that I can refer to it when I want. I need this kind of organization because I am sure there are numerous things (particularly resources) that I don't recall from last fall when everything was new. Perhaps facilitating this type of organization for others might be useful in the future.
    - I think I have a clue, but I'm also pretty positive there's stuff out there I didn't get or still don't know about. But I don't feel particularly lost. In retrospect, I think the Purple Book session was lacking, because when I went to fill in my Purple Book, I didn't really know what I was doing and it took me a long time to figure it out. And some of the early sessions on computing, etc. just seemed to not even exist. I don't know if it was just that I had too much going on or what, but I didn't really come away from those sessions with much knowledge. The first session where we learned about the UWW students was good though. I have no idea how to assign a number to this because I have no basis for comparison or any certainty as to what I should have learned. If you need a number, put a 5.
    - I have a much better understanding of the "way Whitewater works."
    - I think the program did a good job of laying these practices out. It was good for me to hear it all from the horse's mouth, so to speak – but I got the sense that some of the participants were hearing different versions in their departments. While that wasn't the case for me, the disparity between "official" and "local" practices raised anxiety levels.
    - Often there was too much information trying to be presented in such a short time, that confusion resulted and no time for relevant individual/departmental questions.
    - The First Year Program Team has done a thoroughly outstanding job with regard to achieving this goal. I should think that such an extensive, methodical and well executed program is reasonably rare among universities comparable to ours. Certainly in my experience it is. The orientation process to which this goal is tied was carried out quite nicely. I imagine that this serves to improve faculty retention and significantly boost faculty performance, not only over the first couple of years but over longer time periods as well. Context is not everything, but it is critical for us new faculty to grasp it quickly, and the Team did a great job in terms of introducing faculty to UW-W traditions, trends and context.
    - I'm still not familiar with all the acronyms such as O&P and TEC and the other jargon around here.
  - B. **Enhance knowledge and skills relevant to improved instruction and scholarly/creative activity.**
    - Great handouts and group discussions.
    - Not only was this program important to me, it was vital. The only thing that I might suggest is that there be some event that ties it together at the very end. Perhaps the provost and chancellor could reappear? Maybe we could have our own

graduation ceremony? Perhaps a huge party? In the first session, I didn't really know who they were or what they were in charge of.

- It certainly helped me think about various facets of my academic life. Some things were not relevant to me; others were dead on useful.
- I developed several ideas for new approaches to teaching as a result of First Year Program and/or other workshops from the orientation. Again, I think the difference between 8 and 10 might be just a little more time to study and implement some of the ideas that were presented.
- Research and pedagogical practices vary so widely from department to department and professor to professor. However, different presenters did a good job of drawing awareness to different methods/strategies of assessing student work. (Minor: I also like the statistics that showed the average grade given in each department.)
- Great discussions and suggestions. At times, I felt too busy to try to incorporate them into practice. As I try to improve my courses this fall, I hope to be able to incorporate more of these ideas.
- I missed the scholarly/creative session, so I can't really comment on that, but I think I got some good stuff in the earlier sessions, especially the session on academic assessment and the time we talked about the 1-minute paper. So maybe give this an 8.
- It did help, but I think a mentor program may do more to aid in this regard. I did gain a few valuable tips, which in the end were worth the time.
- I got the impression that improving instruction is very highly valued – which makes sense given the percentage breakdown for tenure. I found the sessions and material devoted to this helpful. The scholarly/creative activity session was a bit more controversial – one presenter made suggestions (working in 20 minute segments; re-using data sets) that weren't appropriate for all disciplines, certainly not the arts and the artist made us chalk-and-talks very jealous!! Maybe the better thing would be to consider splitting up the group into scholarly and creative for that segment.
- Not in relationship to my field or the arts.
- The First Year Program met this goal quite well. There are factors that made this so: (1) the high quality of the presentations; (2) the team's efforts to acquire, and make available to us First Year faculty, several literature sources on improved instruction and scholarly activity; and (3) the passion with which this goal was addressed. This last point is actually quite important – many institutions offer such programs to new faculty/staff, but the Team at UW-W really and truly cares about these topics and so they do not simply “go through the motions” as one might find elsewhere.
- I need time to read all the articles provided after each session. That will be my summer reading!

**C. Cultivate collegial relationships among new faculty from departments across campus.**

- My favorite part of the program. But, is there a way we could have a social night out, thereby eliminating the “I have to teach a class at 2:15” pressure? Also, I'd suggest moving people around more at lunch. The habit of sitting at the same table every month is a hard one to break.
- It's nice to know that your department is not the entire world. I always looked forward to seeing my classmates.
- Excellent. On another level, I credit the quality, interest and motivation of the new people themselves in fostering those relationships. I would say that the less formal meetings (with Brenda) were more helpful in fostering those relationships than the regular sessions were. (I only said MORE helpful, not the ONLY help.) But still, as might be evidenced from previous groups, it depends on the new people, too. We also had an opportunity to meet some people on this campus whose counterparts on other campuses I had not met in spite of five or six years in the position. It is very nice to be recognized by the Provost, for example (that is assuming that things are going OK).:)
- I liked the informal group/lunch setting.
- You've done about as much as you can for very busy, first year faculty. But you know, repetition does have its place. Perhaps at the beginning of each meeting, having people just say their names again (even just the first name.) Name tags weren't too helpful.
- Certainly the FYP worked very well for this. Thanks.
- It was nice to meet other faculty from other departments.
- Oh, this alone was worth the price of admission!
- Indeed collegial relationships, friendships, collaborative research ideas. I would like to mention that one of my first year colleagues and I have been observing each other's classes, as a basis for teaching methods and related instructional information.

- This is another strong point of the Program, and is one that I have enjoyed greatly and will continue to enjoy. We need to meet faculty from other departments in order to fulfill our obligations in all areas of service, and the First Year Program has taken the time and planning to foster the gatherings and processes that get us off to a good start in that regard.
  - This was definitely the greatest advantage to the first year program.
2. **What changes would you suggest to improve next year's offering of the *First Year Program*? (Your remarks might address time, format, topics . . . the need for a new program director – the world is your oyster.)**
- Nothing much, really. If anything, I'd like to see more emphasis on practical matters such as tenure expectations.
  - I found the program to be very excellent. I can not think of anything that would be necessary to improve it.
  - I would like to devote more time to learn about the culture of the university at the beginning of the first year program. Some of the information was great but it was given a little late for the first semester (e.g., grading curves.)
  - Some of the sessions had difficulty to get the real point(s) due to time constraints, especially when we had multi-guest speakers.
  - A session that sums up, ties in again to UW-Whitewater as a community would have been nice at the end.
  - I don't know that I would change much. The biggest frustration for me was having a time limit – from whatever source. We were all too busy to just let the sessions go to a logical conclusion sometimes. Some of us found a way to extend beyond the regular sessions which has been very nice and is beginning to show signs of also leading to some productive alliances. But previous experience might say that this was an unusual group – or, at least, that not all groups will do that naturally. (You can't "legislate" morality, ethics, or good will.)
  - As indicated earlier, more information about the Purple Book would have been beneficial to me. Although I'm sure that requirements differ from department to department, I would not have known that I should really collect handouts/"evidence" of special training sessions I attended, talks I have, panels on which I presented, etc. Are we supposed to document every specialized training session that we voluntarily attend?
  - I know I've mentioned it before, but please try to vary the times of the meetings. It really hit one of my classes hard in the fall. Later in the semester, I could give students 'time off' to work on their projects, but that really wasn't an option early in the semester.
  - Of course, better food. Maybe just set up a make-your-own sandwich thing with GOOD BREAD. That would be nice. I felt like I was back at Morrisons cafeteria (do they have those up here), which is not a good thing. As to other things: Time was good. Right amount of sessions. I'd consider switching it up somehow slightly. Maybe have a different location/style for one or two of the sessions. I know that might lead to some confusion, but the consistency of format started to lead to homogeneity after a while. I was a bit confused as to the Steve/John relationship. Steve was there all the time, usually just sort of sitting in the wings???
  - After each session, I gave more specific feedback. With that in mind, it might have been nice to have a hands on work session with the purple book. Also, a "go to" mentor would have been helpful for questions about any of the topics presented. Finally, as a part of the program, it would be nice to get tangible support in terms of research. The support of a graduate assistant, or student workers, would be very helpful.
  - I thought it was useful and fun – I looked forward to our meetings, both the formal and the informal ones with Brenda.
  - None.
  - I do think mid-day lunch proved to be stressful as time went on, running back and forth to meetings and/or classes. Perhaps a Friday afternoon, or an early evening, where time would not be such an issue. I believe that small break out groups are necessary on some topics, especially in the research/creative topics. I firmly believe that the small groups that met with Brenda O'Beirne were incredibly helpful and most importantly "less pressurized" and more collegial. I would like to mention that I personally felt offended at times when my questions were "shot" down.
  - There is no need for any changes in program director, Team composition, timing, topics, or format. The only additional topic that I might mention would be a session that talks about "where does the University want to go as a whole over the next 5-15 years." I realize that these are difficult to put together and that the Team would require some input from top administration in order to do this. However, I really think it would be useful. If we want new faculty to (a) know what the desired future shifts in priorities are, (b) buy into the process and (c) help to make such future desired changes come about, then such a session would be nice. What was UW-W like 10 years ago and what does the UW-W Administration (or senior faculty, or the State Legislature, whatever) want it to be like in 10 years?", is a meaningful type of question to address.

- Related to time and topics: (a) more information about the Purple Book and the promotion and tenure process; (b) more time spent on reflective college teaching; (c) much more information about evaluation and grading because most of the undergraduates expect to be graded according to rubrics; and (d) an in-depth discussion of the book *Advice for New Faculty Members*, perhaps discussing one section each month.
3. **In what ways, if at all, has the *First Year Program* benefited you, or assisted you with your transition into a tenure-track position at UW-Whitewater?**
- The best part is that it offers the time and opportunity to commiserate and compare with colleagues – a very valuable thing!
  - Very well. Thanks for all your time and hard work!
  - The program helps me to develop much more effective teaching methods. In addition, the program caused me to reflect on the importance of various kinds of university committee.
  - The knowledge about the students and the university really help me to adjust my expectation of the course outcomes.
  - Made me realize that I'd better keep track of all my achievements in a logical and rational way and keep things balanced! It also provided a great deal of comfort when I found out that other first year folks were dealing with similar issues. Misery does love company. But in terms of building confidence, instilling direction and fostering community, this program is hard to beat. It's hard to imagine starting at UW-Whitewater without it.
  - Presented ideas that I have used and will continue to develop to enhance my teaching effectiveness. Enhanced my understanding of the processes, procedures and expectations of the University. Provided opportunities to interact with other new faculty. Provided opportunities to interact with certain administrators and made them seem more approachable.
  - The presentations on publishing/research and grant writing were especially helpful to me. Although this year has been busy, it was important to have some sort of first-year orientation to address what is expected of faculty at Whitewater. Thank you.
  - I appreciated having more accurate insight into who our students are, revisiting teaching techniques and meeting other first years. The session on the purple book was especially helpful, as it was the only aspect of the tenure-track job about which I was completely clueless. I mean, I had done at least some teaching, scholarly work, grant writing, balancing, etc., but I have not ever had to document it all in such a systematic way. And thanks John, I truly think the program was an enjoyable, positive experience, in large part due to your efforts!
  - First probably most importantly, it established some relationship between me and my little departments and the larger community of the University. I think that's the most important thing that it did, and is probably the most important thing that it could do. I wouldn't be upset if we did even more, including taking us down the DU, going bowling, hitting the bookstore, etc. I'm still learning about this place, but the connections made and the general stuff mentioned at the FYP were very important and helpful to me. Other things – gave me some teaching tips, which were great. I could use more and I'm sure that I'll participate in some Learn Center sponsored programs that might help me in this regard. Just getting that dialogue started was very important. If you came up with some sort of 2<sup>nd</sup>-year program just designed for talking about different teaching ideas, I'd participate. Thanks again, John. Thanks for all you do.
  - I have a much better understanding of the requirements for tenure and in general, how Whitewater works. Also, the financial support to present at conferences, etc. will be very helpful. (Note: perhaps this money should be able to be used more flexibly.) Steve Freedman and especially John Stone, have been very friendly and supportive. It has been nice to feel welcome and supported. In particular, I feel as if John Stone is a "go to person." If you need something done, he will do his best to help you. Both John and Steve deserve a hearty thanks for a job well done. Thanks for all you do, John.
  - Primarily, it was great getting to know a group of people who shared my concerns. It meant a lot to understand that UW-W values us and wants to assure our survival! Thank you for your good work and concern!
  - The First Year Program had really benefited me for my career here by providing plenty of teaching, researching and services information in UWW. Thanks for all you do.
  - The development of collegial relationships, information regarding Purple Book and funding resources, understanding the make-up of the student body, understanding colleagues different views on teaching and thoughtful honest advice and talks with Brenda O'Beirne. Oh, we must not forget the Free Lunch. John, thank you for the program and those free lunches. The comments above are to be helpful, not hurtful.
  - Basically the Program has helped me because it has achieved each of its three stated goals, as I mentioned above. It also is a tremendous Welcome Mat and team-building exercise for First Year Faculty, which one does not find a lot of universities. The first year is an extremely challenging and difficult year for most of us, but this Program helps to put it into context and provide some of the necessary resources and knowledge to perform better. Frankly, I also have enjoyed meeting the people who run this Program, because they are really good at some of the things that I would like to get better

at doing. Getting to know them right off the bat will make it easier for us First Year Faculty to collaborate with them in the future. Thanks for all you do.

- The First Year Program helped me feel accepted and welcomed. It was also good to know that 19 other new faculty members shared similar situations.

## **2002 — 2003**

1. On a scale of 1 (not in the least) to 10 (fully), to what extent did the **First Year Program** achieve each of three goals it professed at the beginning of the year? (Please enter a number and any comments you see fit for each goal.)
  - A. **Develop a clear understanding of institutional traditions, procedures and resources.**
    - Pretty good work here. The only concerns is the institution is still developing promotion and tenure guidelines, so the stuff I needed to know best was not available. This should be cleared up for next year. It was good to have the Chancellor lead off the discussion. It shows a real institutional commitment to new faculty by his office, as well as, allows you to get a flavor on the organizational structure and expectations. Having the Provost talk about the Purple Book was a good idea. I knew many of the criteria before our department folks. On one side this was good for me, on the other side it demonstrated a little short-circuiting in communication.
    - I'm not sure what "institutional traditions" means. Yet in terms of presenting some basic information, I think a bunch of good information was presented. I am grateful for it.
    - I haven't talked to anyone on campus who has a "clear understanding" so I don't know how you could achieve this.
    - On the whole very good, especially regarding the expectations for tenure-track faculty, but I still feel some gaps in my knowledge about UWW, for instance, its history, development, priorities, and institutional objectives. How does UWW fit into the UW-system as a whole? How does it compare with the other regional schools in the UW-system? Does it have some sort of overall plan for development, growth? I would also be more interested in hearing about student life/culture/traditions and our student body. Perhaps a presentation by the Dean of Students would be useful or by students themselves.
    - It seems to me that many of the policies/procedures are dept./college dependent. Perhaps it would be helpful to schedule the deans of each of the colleges to meet as a group with the new faculty from that college to cover topics such as: tenure/promotion; merit process; curriculum process etc.
  - B. **Enhance knowledge and skills relevant to improved instruction and scholarly/creative activity.**
    - John Stone is a model of a good teacher. If you used all of John's presentation ideas, you would be a long way toward doing some great things in the classroom. Thanks for all the hard work you did John. It really showed and was impressive. The willingness of other teachers, scholars to share with us was helpful. Once again, it showed the flavor of the institution and the extent it can be collegial and collaborative.
    - Better on the research end, but I appreciate the effort on teaching and instruction – this may be better served in small groups.
    - The quality of presentations varied. That's probably an inevitability of putting on a lot of programs with different people.
    - I felt pretty strong about this going in.
    - This topic was well covered, helpful and entertaining.
    - The sessions on teaching and on research were particularly useful and stimulating. I'm still intending to begin my write-your-book-in-20-minutes-a-day regimen any day now!
    - I think broad topics were covered well. It would be nice to find some format where more specific examples could be covered.
  - C. **Cultivate collegial relationships among new faculty from departments across campus.**
    - This was a fun part of the process. In some cases it was one of the most helpful areas. Hearing about similar experiences shared by new colleagues was insightful. Perhaps a way to get us out of our comfort zones and always sit with someone different each time.
    - A new faculty outing would also be fun. I really enjoyed the speakers.
    - I appreciate the chance to meet new people during the lunches, etc. I would have liked to talk more with others in leadership and service positions across campus.

- I think that this was a good way to network with some people in the same boat. I sure appreciated the opportunity.
  - I met some great people over lunches; just a suggestion – maybe toward the end of the session you could host a more informal social (cash bar or coffee would keep the cost down) to allow folks to interact and develop friendships in a less structured setting.
  - This seemed not quite as successful as I might have expected. Our differences sometimes seemed to exceed our commonalities. I did enjoy getting to know the new faculty in my college, but perhaps we needed some more informal activities toward the beginning, aside from eating together. How about a ropes course!! (Kidding).
  - Although the people I got to know best were people that I also saw elsewhere on campus (my building, etc.)
2. **What changes would you suggest to improve next year's offering of the *First Year Program*? (Your remarks might address time, format, topics . . . the need for a new program director – the world is your oyster.)**
- Can't think of anything.
  - I think the time was ideal. The format was well organized. The topics were very relevant. I was impressed with this orientation for new faculty, and feel lucky to be have such an orientation. Other new colleagues at other schools don't have such a lasting one, that covers so much info over several meetings. This format at UWW worked well for me.
  - I think the time commitment was appropriate, however, I would have liked some more smaller group activity – dividing us up by college to address specific issues. Also, perhaps another offshoot group like the research/scholar mentor program with improving our instructional practices would appeal to some. Save some trees – with some of the questionnaires you gave us in advance – you don't need to print that out for us all individually – just a PowerPoint presentation or discussion would suffice.
  - You can't bring people on board two weeks prior to the beginning of class because it costs too much. I can understand that. Yet doing what we did puts people in a terrible position: Give us some of the week you have for preparation so we can orient you. That means that one must go with last year's syllabus or change it at one's own peril. Not good! Positive suggestion: I think that much of the orientation material during the first week could be put online and made available to all people who are coming. Moreover, a half-day of bare-bones stuff could be done on day one. Then, that's it until the monthly meetings start. Those were perfectly time, well organized and focused. That's a powerful way to go.
  - Put the research topic in the beginning. Denise is a wonderful resource, I'm glad we were introduced through the program in September, but boy, that's the topic I wanted to hear more about. Also when we talk about teaching and assessment maybe folks need some direct instruction on rubrics and how to easily incorporate them into teaching. From a special education background, I've been using designing rubrics, looking at standards as long as I can remember, but most of this seems to be new knowledge for those who aren't in education. (I would be lost in any aspect of the hard sciences.)
  - It is my understanding that the reason the faculty who do not get tenure is due to not fulfilling the research component of their requirements. Therefore, a greater emphasis should be placed on this responsibility of faculty during the First Year Program. The ORSP session should be held much earlier. In addition, a session dedicated to grant-writing skills would be beneficial. Also, have the \$1000 that is offered upon completion of the program be available for not only travel to meetings/conferences for presentation of research, but for research expenses themselves (I will not be able to present research results until I have the research done and I can't do research if I don't have any money to support it.)
  - I was pretty happy with the way things went. I think any comments I'd have here I've already put on the session evaluation forms.
  - Although it is difficult to "differentiate instruction," I think there will always be a certain number of individuals who have some level of understanding about each of the topics for various reasons stemming from previous employment at this university or another tenure track position somewhere else. It might be possible to incorporate this prior knowledge into the program as well.
  - I like its current format – lots of helpful information are provided by John and the invited speakers. It would be better if a slightly longer period of time could be reserved for Q&A.
  - I guess the only thing I could offer here would be to relieve some of the pressure of attending sessions, at least the first semester. My first semester was horrendously busy and I remember thinking many times that the First Year Program was "helping us to death." When there were time conflicts I was told that this was mandatory and I was expected to attend. At one point I got a substitute for a class field trip so that I wouldn't miss FYP (in retrospect I wouldn't have done that.) And yet I noticed that many people skipped sessions quite often. If you lightened up on the mandatory nature it would help relieve the pressure.

- In general I think this was a very successful program and I enjoyed most the sessions. John, your enthusiasm went a long way to getting me motivated and interested in some of the sessions that I didn't expect to be particularly useful. Some specific suggestions: I think the opening dinner on the eve of the new school year was actually not such a great idea in terms of timing. I would rather give people a few weeks to get adjusted to everything before beginning this program. The program on assessment, while an interesting topic, seemed to me less central to the concerns of first-year faculty. It felt educative but tangential to my role in the department right now. Perhaps more small-group work would be useful, divided by college. Or maybe field trips?
  - I think there may be some topics from the first week that could be reintroduced during the year. One example would be using WINS and other online resources offered by the school. What would be most useful would be covering some advanced topics: how to get/read advisement reports, etc. It might be useful to have a purple book workday for one of the meetings. Where everyone brought their purple book and actually spent time filling in the data. Or better yet, providing examples of what a "good" purple book submission looks like. One other topic might be the whole rental book process. I'm still not sure I understand the exact policies/process.
3. **In what ways, if at all, has the *First Year Program* benefited you, or assisted you with your transition into a tenure-track position at UW-Whitewater?**
- Most of the session was helpful. I knew some of the material, but the chance to hear it and visit with colleagues was a welcome and rewarding experience. Here is the quote for John – "John Stone ROCKS!"
  - It gave a well-rounded view.
  - This FYP helped clarify what is expected of me, which was a great comfort. Being informed on what I must accomplish, and also given suggestions for how to accomplish my required tasks (new ideas and methods others have used), is very helpful! It reduced any anxiety that may have come with a new job.
  - I do appreciate all of the time and thought put into different topics that matter to us as new faculty. I felt that I got a good handle on the teaching, research and service possibilities across campus. The mentor/scholar group was especially helpful, thanks!
  - The first year program offered camaraderie, support and was very practical and functional in so many ways. What more could you want from your work? The only "problem" I had was in the beginning orientation stuff. I think that the first week was difficult. The first year program added to that, in my opinion, by taking a precious commodity: time. It imparted some good information; however, I think that some of it could be done in better ways – via mail or online prior to the start date. You give an incentive, so people should be motivated to do that "advance work." I think they'd be more receptive to it then, too. Human Resource stuff, Black Board, IT, etc. could be done in those ways
  - The First Year Program provided the opportunity to meet faculty in other departments, not only first-year tenure-track faculty, but well-established faculty also. This allows for personal connections to colleagues at the university for collaboration purposes. Also, the First Year Program helped clearly define the expectations of a tenure-track faculty for tenure to be achieved.
  - This program was an important reason why I wanted to join the faculty at UW-Whitewater. I wanted the kind of formal discussions about teaching, research and service that the LEARN Center's programs and resources provide for us faculty. And after moving to academe from industry, where I worked for 16 years and taught occasionally as an adjunct professor, I wanted to learn more about aspects of higher education. The "First Year Program" and the other seminars I attended this year gave me some important things to think about and apply plus some tools for performing well in my roles here. I'll build upon these things well beyond my first year here, and that's a sign of the great value of the program to me.
  - For me, the program served as a formal marker of my transition from academic staff to tenure-track assistant professor. I became an insider. Although I did meet people from other departments, I don't feel particularly connected to them as a result of the program. I can recognize and greet them on campus so it did provide a recognizable face in the crowd. The scheduled meetings did provide a time to socialize while having lunch and hear what others were doing. By attending, I could also be reminded, and somehow comforted by the fact, that perhaps I was not the only one juggling new responsibilities.
  - The first year program assists in my transition and I plan to make the best use of the information I have learned from the first year program (e.g., I am interested in the Peer Coaching program.)
  - I found it was a good way to meet people from other departments, some of whom have become lasting friends. It helped me settle in the UWW community. As an aside, I will say that the extra "Advice to New Faculty Members" sessions with Brenda O'Beirne (even though they added to the time crunch) were very helpful as an informal means of exchanging ideas, outlooks, tips and gripes.

- Especially during the first semester, when I found myself somewhat overwhelmed by the new job, the first-year program was a welcome anchor where I could learn about the university as a whole, my place in it, and cultivate relationship among peers going through the same transition. (Okay, it's not so eloquent...) Thank you for doing this!! It was great. When do I get my "I survived the first year program" tee-shirt!
- Did I mention the free lunch already. Thank you for helping to each the transition.

## 2001 — 2002

1. On a scale of 1 (not in the least) to 10 (fully), to what extent did the **First Year Program** achieve each of three goals it professed at the beginning of the year? (Please enter a number and any comments you see fit for each goal.)
  - A. **Develop a clear understanding of institutional traditions, procedures and resources.**
    - I know everything cannot get covered. But it really helped with procedural matters and resources. And I know that if the resource was not readily known, I felt I would receive tons of help to get me the right info.
    - Good job on resources but my understanding of policies, procedures and traditions remains incomplete.
    - The main problem I see is not really the fault of the presenters or of the program, but the lack of coherent policies about tenure and tenure procedures, which limited the effectiveness of that particular section.
    - Obviously, no "classroom" experience can give all the knowledge in this area, as some of this information is "implicit" rather than "explicit." But this program did as well as any program like this could. I think the "8" is a reflection more of the loftiness of the goal as stated than of the program itself. It was very helpful to have this experience!
  - B. **Enhance knowledge and skills relevant to improved instruction and scholarly/creative activity.**
    - Difficult to do this when you are trying to serve such a diverse group. Maybe workshops for individual colleges would be better.
    - The extent to which is goal was achieved varied depending upon the particular topic. Overall I thought the program was helpful. The presentation on research which included junior professors from across campus was particularly strong.
    - I found this to be much more difficult, especially because of the diversity in teaching areas and (more important) teaching styles. So skills relevant to improved instruction was not as helpful to me. Another part of this was simply lack of time – a one hour session is not enough to cover such important information. (Of course, that's what the Learn Center fir for, eh? to spend some quality one-on-one time for improved instruction...) Likewise, I found the scholarly activity segments somewhat helpful, but hard to "pin down" the specifics. I think HOW a faculty member goes about such scholarly or creative activity is too varied to be of great help. Although, I can honestly say that that particular session was quite successful in scaring the daylight out of me...
    - From my perspective, this has been very successful. In fact, I am planning to do the "second year program," and the Title III summer program, both of which I found through information originating in your office.
    - This is another 8 because of the way the goal is written. Obviously what we were given during these meetings was a drop in the bucket. What actually happened in the sessions was less important than the fact that it gave us some explicit knowledge of resources on campus and helped us formulate enough ideas so that we could begin dialogs at the departmental level. These sessions helped us know where to begin more detailed conversations on those topics.
  - C. **Cultivate collegial relationships among new faculty from departments across campus.**
    - More social events (e.g., catered party at provost's house, ...)
    - This was the strongest part of the program in my opinion. The program provided a unique opportunity to share experiences and develop relationships across departments that would not have otherwise existed for new faculty.
    - I'd give this part a 12!! What else needs to be said??
    - The forum has allowed me to get to know people in other departments and has made the advantages of interdisciplinary and multilateral work very real.
    - I don't think that I would have had this opportunity without the First year program, and that is probably the most important I gained from the program. It may not "play" as well to the mukety mucks who paid for the lunches, but it does relate to student learning, because knowing what goes on in other departments is critical to being a good undergraduate advisor.

2. **What changes would you suggest to improve next year's offering of the *First Year Program*? (Your remarks might address time, format, topics . . . the need for a new program director – the world is your oyster.)**
- I'm skeptical enuf to think that one time is rarely going to work for EVERYBODY, but I think for the first year, the timing issue was pretty good. Maybe next year, with more awareness of the program and flexibility for teaching schedules, it could get even better. Now, about that program director....
  - The Chancellor or Provost needs to lead a one hour session on the standards for tenure.
  - Have a session for first year faculty to know/share their experience and thoughts of easy/tough job they have for their first year, and the way they handle it – build a community for them across programs to survive. (2) Have a follow-up session at the end of the second year or third year with that year's first year faculty.
  - Perhaps the program would benefit from hearing the voices of the incoming faculty in terms of their particular worries, interests and experiences. This could be done, beginning in one specific meeting at which participants would truly mingle and have the opportunity to go beyond perfunctory introductions, through constant communication about the “upcoming attraction” so that, in addition to what presenters may have to say, they could also address particular items brought up by new faculty.
  - More specific information on professional writing, IRB procedures, grant writing, etc., and ways to access monies/funds on campus.
  - I can't think of anything huge. There were times when I wanted more information on a topic, but it worked fine because after the session I knew where to get it, so I was always able to follow up.
  - I'd definitely vote to keep Jon and Steve in the mix. Jon, you were especially gracious and helpful to me in my first year at UWW. I felt the program could do more to encourage interaction between people from different departments however. I probably won't have any interaction with anyone from the group outside of my college after this and that's a shame. I honestly don't know what to do to change it however. Timing of the meetings was fine, it helps that my chair knew ahead of time when we'd be meeting when she was working out or class schedules.
3. **In what ways, if at all, has the *First Year Program* benefited you, or assisted you with your transition into a tenure-track position at UW-Whitewater?**
- Personally, just to hear faculty at other colleges' points of view.
  - A very good transitional tool for any newcomer to uww and the variety of topics and speakers was very helpful (and usually entertaining).
  - Knowing that the university is trying to help the new faculty to be on the right track.
  - I already pointed out the two other programs in which I will participate thanks to information coming from the program. The program also has streamlined many unclear and menacing issues dealing with the transition to tenure track. In addition, it has introduced me to many generous and knowledgeable individuals and to numerous resources. I am also looking forward to being able to apply for traveling funds for this summer. I congratulate you and your office, as well as all presenters (amazing that not one was a flop or a bore) for a job well done.
  - The opportunity to cultivate relationships among new faculty from departments across campus. An opportunity to meet helpful resource personnel/faculty on campus. Money for future conference travel.
  - I think that the comments above cover it? John, thank YOU!!!
  - I'm not sure. I've gotten some pretty good advise here and there. I feel I was surprisingly well prepared for my job here though. I really should let my grad school department know that. I guess just meeting everyone and feeling part of a group was the most beneficial tome as I moved here by myself. I probably would have been awfully lonely if not for the meetings with the group especially the first couple of weeks.