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Quick Guide

For

New Faculty

Orientation

This quick reference guide is intended for any faculty member, especially part-time faculty liaisons, to assist in accessing commonly used resources/links.

For any additional suggested resources for this quick guide, please send them to JDavila@ut.edu

# Topics to Review with New Faculty

## Departmental Considerations and Links to Resources

* Provide and review copy of the departmental/program mission statement, class cancellation procedures/absenteeism/holiday weeks/leaving early
* Review program curriculum or curricular mapping/flow
* Expectations of faculty and students; teaching philosophy - <https://bit.ly/2FrsRZK>
* Provide a copy of Class Climate (faculty evaluations by students)
* Create a departmental course on Bb with sample syllabi, assignments, rubrics and best practices for teaching; Add new faculty to a Bb course or departmental site so they can view examples of course layouts, syllabi, etc.
* Teaching best practices and faculty resources - <http://www.ut.edu/ctl/faculty/>
* Textbook orders and desk copies: provide publisher information/connection –<https://www.facultyenlight.com/?storeNbr=356>
* Review Blackboard basics; Computer software necessary for the course; loaner laptop program - <https://bit.ly/2Xu07tj>
* Review grading in Blackboard and final grades in SpartanWeb; timeliness of grading; submission of grades; student project/exam retention in event of grade dispute (3 semesters)
* Considerations for additions to syllabus – Ex. *Students have 2 weeks to dispute a grade once it has been posted/provided.*
* Share items such as: if a student stops attending during the semester the faculty member will need date of last attendance when inputting grades.
* Explain how to generate copies/provide copy code/handouts; General printing considerations (Ex. syllabi and PowerPoints for students) - How to find/print rosters for upcoming classes; how to add students not on the roster.
* Designate a faculty member to serve as resource for course materials; provide a person of general contact for the department; connect them with faculty teaching similar course.
* Provide a discussion forum for faculty to ask questions on Bb.
* Introduce them to administrative assistant and lab assistants for keys, mailbox, previous syllabi and tour of area resources.
* Part-time faculty workrooms – PH 221; SC 207
* Review lab safety; lab equipment, college safety officer
* Review sites other than Blackboard that may be used for the course (ex. MyLab Mastering, Skype, TurnitIn,Vidgrid, Zoom, videos on demand, library databases and other resources). - <http://edtech.ut.edu/faculty/turnitin>
* How students should contact the professor if emails are not the best method for the faculty member.
* Invite a new faculty member to observe ~~in~~ your class and be willing to be a guest speaker in their class.
* Review standard equipment in the classroom
* Review Gen Z and Generational differences in learners - <https://bit.ly/2FfqFDM>

## Policies and Procedures

* Attendance policy; discuss common forms such as student athlete forms for practices and missed classes - <https://bit.ly/2LauCOD>
* Smoking/vaping policies for UT - <https://www.ut.edu/wellness/smoking/>
* Academic Integrity procedures - <https://bit.ly/2jbw1X3>
* Discuss FERPA and what it means - <https://www.ut.edu/registrar/ferpa/>
* Students of Concern - <https://www.ut.edu/studentofconcern/>

## General UT Quick Links to Resources

* Review UT’s QEP (Quality Enhancement Plan) - <https://www.ut.edu/qep/>
* Show new faculty locations of student importance such as Academic Success Center, Library, Help Desk, Writing Center, Campus Safety and Student Health Center, Bookstore, AEDs, emergency phones on campus. Where/how to get parking permit. - <https://www.ut.edu/about-ut/campus-map>
* Review how the testing center works for test submissions and where it is located. - <https://www.ut.edu/aep/testing/request/>
* Academic freedom review - <https://bit.ly/2N83N0b>
* Disability services and accommodations - How it works at UT - <https://www.ut.edu/disabilities/>
* CNHS website - <https://www.ut.edu/academics/college-of-natural-and-health-sciences>
* Weather FAQs - <https://www.ut.edu/weather/faq/>
* Inclement weather and the Thor Guard; Practice fire drills - <https://www.ut.edu/safety/lightningwarning/>
* Review making documents accessible - an important focus for PowerPoints and student materials - <http://www.ut.edu/ctl/accessibility/>
* Share faculty resource page for CNHS - <https://www.ut.edu/academics/center-for-teaching-and-learning/faculty-resources>
* Review final exam schedule and requirements for an assignment/exam this week. - <https://www.ut.edu/schedule/fallfinalexam/>
* Provide academic calendar - Share important dates such as drop/add/withdraw - <https://www.ut.edu/academiccalendar/>
* Discuss the Center for Teaching and Learning (CTL) and other professional development activities on campus that faculty are invited to attend. - <http://www.ut.edu/ctl/>
* Provide faculty with student profile. Ex. How many work full-time, student’s state of residence, etc.
* Discuss Laser Team - <https://www.ut.edu/safeescort/>

List of contact numbers (such as: Campus Safety; IT Help desk) Campus Safety on campus x7777; off campus and cell phones: 257-7777

ITS Helpdesk – Get Support

Location: Jaeb Computer Center Room 113

Faculty and Staff Helpdesk: helpdesk@ut.edu

813-253-6293

Normal Hours of operation:

Monday – Thursday 7:30 a.m. – 6:00 p.m.

Friday: 8:00 a.m. – 5:30 p.m.

Saturday and Sunday closed

Media Services Helpdesk: av@ut.edu

Monday – Thursday 7:30 a.m. – 6:00 p.m.

Friday: closed

Saturday and Sunday closed

Share social media best practices and email signature guidelines for UT - <https://www.ut.edu/socialmediaguide/> and <https://www.ut.edu/emailsignature/>

Discuss options for school closures in terms of teaching classes using videos such as those produced on Vidgrid. - <https://bit.ly/2x9WwlJ>

There is an emergency help icon that is normally added to the desktop of the podium instructor workstation (if one exists in the room).

The positioning of the icon on the desktop can vary depending on what other icons are also located there. It should be viewable on the desktop. If you are teaching in a class that has a desktop and there is no icon, please contact Victoria Majors with the classroom and she will have it added. Her email is VMajors@ut.edu.

**The button should only be used in emergency situations when you do not want others in the room to know that campus safety has been contacted.**



* Faculty directory - <https://www.ut.edu/directory>
* Teaching resources - <http://www.ut.edu/ctl/faculty/>
* Educational technology trainings - <http://edtech.ut.edu/eventbooking>
* Review students’ right to privacy and freedom of speech
* Course catalog - <http://ut.smartcatalogiq.com/en/current/catalog>
* Restaurants within walking distance to UT - <https://www.ut.edu/orientation/restaurants/>
* UT dining - <https://dining.ut.edu/>
* Dean of students - <https://www.ut.edu/deanofstudents/>
* Athletic events - <https://www.ut.edu/athletics/>

## Comprehensive Part-time Faculty Handbook

<https://www.ut.edu/uploadedFiles/Academics/TeachingGuild/GuideForPartTimeInstructors.pdf>

**Tips for New Faculty**

* Develop a helpful and productive relationship between faculty and staff built on trust and a sense from the students that the professor “cares” about the material they are teaching and the academic success and personal wellbeing of the student.
* Consider a mini-midterm (Week 2) to give students a sense of what the test structure is like and how well their previous study habits have prepared them for your class. By offering this, there are multiple benefits: it covers only a few concepts, can be easier to grade and alleviates potential student stress. Consider making it worth a small percentage or small number of points in the gradebook.
* Consider offering a study guide and build a review session into your syllabus so they learn how to build one down the road, especially if most of your classroom attendees are freshmen.
* Explain clearly (and multiple times throughout the semester) what are the most effective ways to study for your class, perhaps, what you have heard from students in the past.
* Give pedagogic rationales for everything you do; also, write them in the syllabus. Explain why we do the things we do and teach the way we do. Ex. points for attendance. You may tell them that you want to reward them for doing what they should be doing anyway; showing up and being prepared.
* If you utilize participation points be clear about how they earn them. For example, pose a question or make a comment that clearly reflects they had read the assigned homework or lesson. They could do this on the discussion board before class also.
* Students who have a good relationship with faculty tend to do well academically.
* Come to class early and stay a few minutes late. Answer their questions versus asking them to email you later; unless there is a reason for the email.
* Encourage students to form study groups; announce and write on the board the location and hours of tutoring center. Invite the tutors to your class to introduce themselves. Students have a misperception that tutoring is for students who are not smart. If true, let them know students in your previous classes utilize the tutoring center to reinforce material and get a different perspective. If it’s viewed as a resource that successful students utilize then the stigma is reduced.
* Encourage students to come to your office hours; repeatedly note your hour verbally and write them on the board multiple times throughout the semester.
* If students don’t know each other take time to have them interview each other to find something in common. Consider some type of speed meeting/dating if the room permits.
* Review the syllabus every other week just to touch bases.
* Set boundaries for yourself – it’s part of self-care. Limit what you say in email; instead ask the student to come to your office. Introduce yourself the first day and be explicit about what you want students to call you. We are all professors! Tell them something about yourself that humanizes you.
* Talk about the importance of time management and struggles you have overcome when you took classes or in your current life.
* Share stress management ideas: sleep solid 8 hours, eat healthy. Share what you do in your own life to manage stress and find a happy middle between work and life.
* Students who have a good relationship with faculty tend to do well academically.
* Let students know how fast you will respond to emails, in general.
* Encourage active participation in the classroom. Students do not have a high attention span for teacher-centered approaches. Benefits of learner-centered are students learn to work cooperatively and improve social skills.
* Most Importantly - Have a Great Year!

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