A Qualitative Study Investigating the Onboarding Experience in Higher Education and
the Effect that It Has on Employment Retention, Satisfaction, and Success

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ABSTRACT

Orientation programs have traditionally been implemented to share information about the institution and typically involve consistent goals that connect new faculty to other colleagues, clarify and establish expectations, expose new faculty to the culture of the institution, and introduce each to the available services at the institution. Historically, new faculty orientation programs have struggled to clarify their role and purpose and develop programs that meet each person's specific needs.

This study investigates the effectiveness and significance of new faculty orientation programs at Georgia College & State University and Valdosta State University, focusing on the perceptions and experiences of each of the 13 new faculty who participated in the study during the 2022-2023 academic year. The study explores activities, challenges, and insights related to onboarding, aiming to understand its impact on new faculty. Specifically, this study examines how onboarding and orientation practices impact newly hired faculty members' integration, sense of belonging, long-term engagement, and uncertainty reduction within their institution. The study highlights the importance of tailored orientation practices in clarifying expectations and connecting faculty with campus resources. Key factors contributing to successful onboarding include personalized experiences, valuable connections, and clear communication of institutional values. Findings from the interviews reveal the significance of orientation programs in fostering community integration and readiness for academic roles and suggest that effective onboarding facilitates and enhances immediate engagement, a sense of belonging, and long-term retention and presents the significance and role of orientation programs in an important introduction to the academic community.

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Chapter I

INTRODUCTION

New faculty orientation is typically an annual program that institutions in higher education execute to welcome new employees to their organization. The orientation program is a significant component of the onboarding process that can be an integral part of ensuring new hires will be productive and satisfied workers (Little, 2019). Faculty orientation programs typically have consistent goals that involve conveying information concerning the institution and exposing new faculty to the culture of the institution (Schibik et al., 2007). Kaarni, M. (2021), emphasizes that a higher education institution or university must be able to showcase what it offers, share the available resources, and enable the instructor to become as productive as possible, and willing to stay in the position and institution. New faculty attend a general university orientation for all new employees, covering information such as the university's strategic initiatives and human resource policies (Lynch et al., 2017).

Orientation programs are designed to foster collaboration and provide new faculty with the opportunity to develop professional relationships among themselves (Schibik et al., 2007). The organization and format of the program are usually conveyed in a workshop/lecture style format with campus representatives lecturing to new faculty over a segment of hours or days (Schibik et al., 2007). New faculty orientation programs provide a blueprint for success and offer opportunities for new faculty to be introduced to the mission, values, practices, and expectations associated with the university (Scott et al., 2016). An organization with an effective orientation program ensures new hires feel

comfortable and confident by sharing strategic goals and an understanding of how they can contribute to achieving the goals presented (Sims, 2011). Williams & Reeve Davis, (2021), conclude that a structured, purposeful, and engaging onboarding will alleviate future struggles and help ensure that all new employees are given equal opportunities to succeed.

Newly hired faculty need direction, guidance, and essential tools to do their jobs correctly and efficiently (Flores & Gordon, 2017). While there is a need to support faculty in their transition to work at a university, there is an ongoing search by leaders in higher education focused on determining how to enhance the onboarding process by providing a more efficient and effective approach. Onboarding is a process through which new faculty come together to acquire skills, knowledge, attitudes, and actions that will support them when teaching at the university (Lawson, 2018). Orientation is different- it's an important part of the onboarding process but an extension of it because it sets the tone for the new employees' transition and shapes the impression of and relationship with the organization (Bhakta & Medina, 2020). During orientation, faculty are typically given information about the institution, available services, expectations regarding the scholarship, teaching, services, and ways to also connect with the new faculty to other colleagues (Schibik et al., 2007).

Statement of the Problem

Starting a new job can be a challenging task, not to mention the number of circumstances the individual faces when making a transition to working in a new environment. There is so much to learn that is unspoken or unwritten before a new employee feels comfortable working in an unfamiliar environment (Carlos & Muralles,

2022). Some institutions have ways in which they acclimate new hires to their university; however, historically, higher education institutions, like any organization, have faced significant challenges when integrating new employees into the community (Schibik et al., 2007). The challenges in developing new faculty orientation include time constraints of faculty, the amount of information presented, and the haphazard completion of orientation materials (Siddiqui et al., 2019).

In most cases, new faculty orientation is designed to cover essential topics and is facilitated through lecture-based slide presentations (Siddiqui et al., 2019). What is important to the facilitators may not be what is important to new faculty (Harrington, Gordon, & Schibik, 2004). New faculty are focused on getting into the learning management systems and how to access the various systems at the college (Harrington, Gordon, & Schibik, 2004). New faculty need and desire to learn information about their surroundings (Schibik et al., 2007). The issues that affect most faculty involve balancing demands, time shortage, stress, isolation, recognition, lack of support, and resources, which are often not addressed during formal, traditional onboarding (Harrington, Gordon, & Schibik, 2004). It's these unspoken and unwritten aspects of a new role that can be daunting for new hires in any institution.

Data shows new faculty orientation program leaders have found it challenging to establish the program's role and purpose (Miller, 2021). The onboarding process is often confused with orientation since paperwork and other routine tasks must be completed by new hires. However, the onboarding process is a comprehensive undertaking that involves management and other employees working together to acclimate the new hires (Little, 2019). The orientation process consists of a series of activities with a primary

focus on sharing information about the organization (Harpelund et al., 2019). If the organization does not present new hires with discussions and opportunities to learn about culture, expectations, strategic plans, and norms, then the link in the process of creating a planned culture with the aligned strategic goals of employees is lost (Sims, 2011).

Purpose of the Study

The purpose of this multi-campus study was to analyze the onboarding programs and new faculty orientation at Georgia College & State University and Valdosta State University, to explore the experiences of newly hired faculty and learn more about the challenges newly hired faculty encounter as they are hired to teach at a university that they have never taught. The mission was to further extend research on the significance of onboarding and new faculty orientation and how onboarding affects faculty success and faculty retention at universities, especially given the current post-pandemic budget and staffing challenges in higher education. Specifically, the study focuses on understanding the impact that onboarding and new faculty orientation have on newly hired faculty, by analyzing and synthesizing the interview data collected while conducting interviews with newly hired faculty. This study was intended to generate information, resources, and strategies regarding highly effective methods for onboarding to share with institutions and coordinators who put together onboarding programs and new faculty orientation. The process of re-developing an orientation and onboarding program that enhances the newly hired faculty's experience, success, and perceptions about the institution could be significant to an educator's career and the validity of a university.

The steps to identify what is currently being done and identifying best practices could be meaningful for universities and help professors perform at a higher level (Miller,

2021). Research indicates there is a need to understand how higher education institutions are designing and implementing their new faculty orientation programs (Miller, 2021).

Conceptual Framework

Two theories make up the conceptual framework for this qualitative research study: organizational socialization theory and uncertainty reduction theory. These theories are related closely to onboarding new faculty and introducing them to the culture of the university because organizational socialization enables an individual to take on an organizational role that fits both the individual and organizational needs. Organizational socialization is a vital process to hiring an employee and ensuring their understanding of the institution's goals, mission, and skills needed to succeed in their new organization (Bauer & Erdogan, 2011). The uncertainty reduction theory suggests employees request additional information while transitioning to new jobs, and increased levels of communication result in a positive adjustment to a new job and less stress (Kramer, 1999). Uncertainty reduction theory involves the organization's attempt to establish professional relationships and become acquainted with the culture and mission of the university.

Organizational Socialization

The concept of organizational socialization is defined as an adjustment process that an individual experiences to assume an organizational role that fits both the individual and organizational needs (Chao, 2012). During this process, the individual acquires the knowledge, skills, behaviors, and attitudes needed to adapt to the new work role Frögéli et al., (2023). The emphasis is given to the organization and individual to facilitate socialization (Chao, 2012). Frögéli & Gustavsson, (2023), indicated

organizations that are more active and more effective in onboarding new employees have 2.5 times as great revenue growth and 1.9 times as great profit margins as those who are less active and effective in onboarding new employees. The authors suggest that organizations prioritize on-the-job training as a strategy to facilitate organizational socialization Frögéli et al., (2023).

Frögéli et al., (2023) investigated the effectiveness of formal onboarding programs and practices for new professionals. They mentioned there is a lack of evidence-based recommendations on how to onboard new professionals. The study results showed that attention should be given to understanding how to best implement on-the-job training to ensure strong, broad, lasting effects Frögéli et al., (2023). The authors shared that structured and supported on-the-job training was shown to be the onboarding strategy with the strongest support to date. They suggested that future research should investigate the effects of on-the-job training on social acceptance since this has not yet been investigated.

Uncertainty Reduction

In pursuit of explaining how individuals think and behave during the initial stages of relationship development (Knobloch, 2015). This theory, developed by Charles Berger and Richard Calabrese, is also known as the theory of initial interaction (Vusparatih, 2019). Uncertainty reduction theory focuses on analyzing specific interactions made among individuals. Uncertainty reduction theory explains that when individuals meet each other for the first time, their main concern is to reduce uncertainty about each other (Vusparatih, 2019).

The uncertainty reduction theory suggests that newcomers may face various uncertainties when joining the organization because the job and working environment are new to them (Kammeyer-Mueller & Wanberg 2003). Therefore, to reduce new employees' doubt about their abilities to complete their jobs, newcomers need to comprehend the organizations' culture, norms, and values (Griffin, 2009). Bauer, T. N. (2010) proclaim that onboarding programs can reduce the uncertainty among newcomers, develop their self-efficacy, reduce turnover rate, and help clarify work role opportunities. An effective onboarding program may provide employees with a better understanding of the organization's performance expectations, culture, and social norms (Pike, 2014). Beaver and Hutchings (2005), shared that onboarding programs have resulted in the reduction of turnover retention among newcomers.

Research Design

Through qualitative research methods, this study focuses on newly hired faculty's perceptions, opinions, and experiences about onboarding to determine how the onboarding process can be enhanced to better prepare and support newly hired faculty while ensuring that they are not overwhelmed during the process. I used the narrative inquiry approach to collect unique perspectives and a deeper understanding of individual experiences. As stated by Kim (2016), the narrative inquiry approach is distinct from other qualitative research because of the rich stories told by individuals relating to individual experiences. In this study, newly hired faculty reflected on their individual experiences, insights, opinions, and ideas about the new hire orientation and yearlong onboarding process.

Qualitative research allows the researcher to deeply explore the individual experiences of those who participated in the onboarding process. Specific attention was given to introductory programs designed to orient newly hired faculty, to determine the types of messages conveyed to newly hired faculty at an institution (Miller, 2021). The information gathered from interviews with newly hired faculty was intended to reveal common themes and insights on faculty development (Lane, 2018). This study addressed the importance of the onboarding process and identified there are gaps in the literature regarding onboarding newly hired faculty.

Research Questions

(RQ 1) Which onboarding and orientation practices identified in the literature did newly hired faculty experience and what is their perceived benefit of those practices?

(RQ 2) What value-added connections were you able to develop during the orientation and onboarding process?

(RQ 3) How do onboarding and orientation practices and relationships influence newly hired faculty's sense of belonging to their institution?

(RQ 4) What are the anticipated long-term effects of a positive onboarding experience on employee retention and engagement within the institution?

(RQ 5) What are the key factors that contribute to successful onboarding and reduce uncertainty among newcomers?

Data Collection

The data for this research study was collected through comprehensive and detailed semi-structured interviews with newly hired faculty with 2022 newly hired faculty at Georgia College & State University and Valdosta State University. This method best fits

this study because it allowed the participants to share their experiences, perceptions, feelings, behaviors, and ideas about the entire onboarding process. The research was collected synchronously using an audio-recorded semi-structured interview format through the use of Microsoft Teams. Each of the interviews with the selected newly hired faculty lasted approximately 60 minutes, of faculty on the responses, conversations, and input from each participant. The interview questions were open-ended so everyone could share their perceptions without being constrained by the researcher's perspectives (Creswell, 2014).

During the interviews, participants had the opportunity to share their experiences, feelings, and sense of belongingness during their new faculty experiences. New faculty were interviewed to gain insight into their experiences and perceptions about the new faculty orientation. The data gathered from the interview identifies what faculty felt to be helpful and what components should be included in a new faculty onboarding and orientation experience. The data includes transcriptions from interviews and descriptive coding techniques.

<div align="center">Significance of the Study</div>

Studies show that employees participating in an onboarding program are 69% more likely to stay at a university (Baker & DiPiro, 2019). Historically, the onboarding of new faculty at higher education institutions has been referred to as a "critical strategic event that involves a significant amount of time, effort, and attention, but there is an insignificant amount of literature that explains a structured onboarding process for faculty members (Baker & DiPiro, 2019). According to research, a formal onboarding experience

has the potential to increase satisfaction, retention, and set the tone for the transition among new employees (Bhakta & Medina, 2020).

Research reveals there is a lack of literature regarding how a structured onboarding process is developed and implemented in the academic setting; therefore, further refinement and analysis of the onboarding process is needed Baker et al., (2019). Problems seem to persist with new hires having job dissatisfaction, which could be a result of the fact that the onboarding process is often not considered a significant part of the new hire ecosystem (Harpelund et al., 2019). The problems that are occurring could also be a result of a lack of training or a need for something completely different.

The onboarding process is seen as important, but there is some recognition that most of the induction of new faculty programs lack sufficient depth, sophistication, or perspective to fully integrate employees into the workplace (Miller, 2021). Kaarni, M. (2021), shared that onboarding new employees is crucial in making the most of their competence and productivity. Unfortunately, institutions in general do not understand the value and the benefits of a solid onboarding program (Davila & Pina-Ramirez, 2018). Research indicates that in the coming years, onboarding will soon reach the same status as recruitment and become an important strategic area in every organization (Harpelund et al., 2019). Studies show employees who participate in an onboarding program are 69% more likely to stay at a university (Baker et al., 2019).

New faculty orientations that focus on the needs of the learner have the potential to be a significant way to get new faculty immediately and develop their organizational identification with the institution and its values, but some new faculty orientations do not model a learner-centered philosophy (Scott et al., 2016). An organization with an

effective orientation program ensures new hires feel comfortable and confident by sharing strategic goals, and an understanding of how they can contribute to achieving the goals presented (Sims, 2011). The overall process of preboarding, onboarding, and orientating faculty is a challenge because there are so many pieces to the puzzle that must be in place to get faculty ready to start the semester. Studies show how new employees are assimilated into an organization can determine their short-term and long-term success (Baker & DiPiro, 2019).

<div align="center">Limitations and Delimitations</div>

Limitations and delimitations are common in every research study and are out of the researcher's control. Limitations are typically potential weaknesses associated with the selected research design, funding, time, or other factors (Theofanidis et. al., 2019). Delimitations are the limitations perpetually designated by the researcher to set boundaries or limits to the study. The limitations of this study include having a small sample size and a relatively short period to observe new onboarding faculty members. This research study is limited to the collection of data among two universities in an effort for the study to yield valid results. The study includes the experiences of 13 participants who have similar or different experiences while going through the onboarding process. The limitations of this study include the small number of participants selected to be interviewed and the short amount of time to interview each of them. To minimize the limitations of external validity threats, I spent a significant amount of time interviewing each participant and collected a significant amount of detailed information necessary to answer the research questions in their entirety. I also conducted member checking with each participant on their transcripts and narratives, Chapter IV. This study's delimitation

includes the size of the faculty in higher education who participate in the one-on-one interview and the study's methodology. The study is limited to what each participant shares while participating in the interview process. There are opportunities for further research on onboarding and new faculty orientation, in efforts to collect more data on what several other schools are doing when it comes to hiring a new employee and setting them up for success.

Definition of Terms

Onboarding: the process of getting new hires adjusted to their new work environment efficiently, effectively, and easily to the social and performance perspectives of their new jobs.

Orientation: the process of sharing resources and information with newly hired faculty

Faculty: in this research study, faculty were considered individuals who teach in higher education institutions. The faculty for this research study are considered full-time faculty who have an employment agreement related to teaching, research, and/or other aspects of the instructional programs of the institution.

Higher education: education beyond high school, elementary school, and middle school.

Organizational socialization: the process through which individuals acquire the knowledge, skills, attitudes, and behaviors required to adapt to a new role.

Sense of belonging: a basic human need and motivation, sufficient to influence behavior.

Organization of Study

Chapter I of the research study introduces the research study, provides an overview of onboarding and describes the difference and correlation between orientation and onboarding. This chapter includes the statement of the problem, the study's purpose,

and its significance. The conceptual framework and research design are established and defined in the first chapter of the study. Chapter II contains the literature review discussing key topics, background information about the topic, and an overview of the research topic. Chapter III presents the methodology and frameworks including the rationale, study design, theoretical framework, data collection, and participant interviews. Chapter IV provides detailed descriptions of the participants in the study and explains their onboarding and orientation experiences. Chapter V describes research findings from the research and collection of data, and includes a summary, conclusions, recommendations, and implications for current and further research. This chapter also includes a personal reflection and conclusion to the research study. Chapter VI encompasses the discussion, conclusion, and recommendations. Within this chapter, you'll find a synthesis of the study's main points, an analysis of findings, practical implications, and directions for future research.

Chapter II

LITERATURE REVIEW

In efforts to gain a better understanding of the onboarding process, the significance of the onboarding process, the orientation process, and the challenges of the onboarding process, a review of the existing literature is required. The following sections of this literature review include an overview of onboarding and the overall process of onboarding newly hired employees. This overview provides background for the significance of onboarding and the structure and components of the onboarding process. Also, the literature review provides information about the effectiveness of onboarding, the origins of onboarding programs, onboarding in higher education, and the common issues with it. This literature confirms the need for and effectiveness of properly onboarding and orienting newly hired employees to an organization or an institution. Also, gaps in the current literature are discussed in this section since this research study intends to address those gaps. Finally, in the literature section, the conceptual framework explains the connections between the theory and the research questions and offers a foundation for the study.

Getting Started: What is Onboarding?

Onboarding is the process of engaging new employees or new-to-role employees into the organization or company's culture and with their role (Dávila & Piña-Ramírez, 2018). During this process, specialized training programs are required for all newly hired employees to help employees acquire the knowledge, skills, and behaviors needed to master their new role effectively and efficiently while feeling prepared to teach (Dávila &

Piña-Ramírez, 2018). This process warrants a sizeable investment in resources and is directly connected to business outcomes (Dávila & Piña-Ramírez, 2018). Individuals must acquire a sense of belonging to be considered onboarded (Harpelund et al., 2019). The onboarding process is not just one feeling, but a series of different emotions that are in play (Harpelund et al., 2019).

Even though onboarding is defined so broadly, Harpelund, Højberg, and Nielsen (2019) emphasize that it is neither the process nor the programs that capture the essence of onboarding for us. No matter what activities are built into the programs, onboarding is about creating emotions. New hires can watch films, read manuals, have meetings with managers, and have ambitious career paths all without necessarily having the slightest feeling of belonging to the organization or that they have a meaningful role in it. As new hires are exposed to the requirements they must meet and the knowledge they need to assimilate, it is important to consider carefully how they experience that (Harepelund et al., 2019).

According to research, the onboarding process has diversified over time and has changed by industry (Dávila & Piña-Ramírez, 2018). The use of games in onboarding activities, known as gamification, has been a trend that researchers have seen over recent years (Harpelund et al., 2019). Gamification is a term for turning existing organizational processes into a game and putting activities together by creating a game that results in participants getting points for completing the process (Harpelund et al., 2019). Data shows organizations that use gamification have better retention rates and more engagement among newly hired individuals (Harpelund et al., 2019).

Differences Between Employee Onboarding and Employee Orientation

Orientation and onboarding jointly set the stage for the journey across each employee's life cycle in a professional environment (Davila & Pina-Ramirez, 2018). Orientation is the beginning of the onboarding process, but both create a fundamental first impression. Davila and Pina-Ramirex (2018), explained that employee orientation should be part of the employee onboarding process and should matter regardless of the type and size of your business. (Siddiqui et al., 2019) state that new faculty orientation for onboarding new faculty is replete with critical information and resources. New faculty orientation provides faculty with the opportunity to ask questions and understand policies and procedures at their new institution.

Origins of Onboarding Programs

Years ago, the term onboarding had the same meaning as orientation. Today, onboarding has transformed into a process that is much larger and broader in scope and involves several phases and various activities (Lauby, 2016). According to the literature, the goal of onboarding has not changed. Onboarding dates to the 1970s when it was first introduced as "organizational socialization" which refers to the process of newly hired employees learning the knowledge, skills, and behaviors needed to become an effective employee (Lauby, 2016). During the organizational socialization process, employees participated in trainings, and meetings, and were given printed materials. Orientation is another part of the onboarding process that sets the tone for the transition of new employees (Bhakta & Medina, 2020). Sims (2011) describes that a traditional new employee orientation typically takes place on the first day of employment or during the first few days or weeks on the job. Clement (2015), believes that a viable induction

program begins with the orientation at the start of the school year and includes ongoing support seminars and mentoring for new professors for at least one year and potentially longer.

Historically, new faculty orientation programs have grappled with the defining role and purpose of the process (Miller, 2021). In most cases, the information conveyed during employee orientations is far too general and does not achieve the goal of facilitating a new employee's transition to becoming an effective contributor to businesses (Dávila & Piña-Ramírez, 2018). Dávila and Piña-Ramírez (2018) confirmed that employee orientations tend to result in information overload and present a lack of information that is specifically related to each employee's role at the company or organization. Rysavy (2019), reported that the onboarding procedures vary from one industry to another, depending on the type of industry that is onboarding employees.

Structure and Components of Onboarding

There is limited literature regarding the structure and onboarding processes for faculty. However, the onboarding of new faculty is considered "a critical strategic event" (Baker & DiPiro, 2019). The literature reveals that employee orientations are typically structured as a series of presentations that highlight assorted topics, related to the history, present, values, and culture, as well as the vision for the company (Dávila & Piña-Ramírez, 2018). The presentations usually take place in classroom-type settings and are structured with policies, rules, and regulations that employees must follow (Dávila & Piña-Ramírez, 2018). Orientation programs tend to vary in duration ranging from several hours to several days to an entire year. Structured onboarding processes are designed to improve employee morale and retention (Rysavy, 2019). Harpelund, Højberg, and

Nielsen (2019) emphasize that an onboarding program should create both direction and expectations while strengthening and maintaining engagement and motivation among employees.

Studies show that using a phased onboarding approach rather than a one-time approach signifying a one-stop-shop helps prevent the "information overload" problem and allows employees to build relationships with other new employees going through the new hire process (Sims, 2011). Sims (2011), conducted a study and found that a phased approach onboarding will increase learning and increase learning and motivational levels among all participants. Miller (2021), emphasized that new faculty orientation programs must be considered a process that is built over time with introductory sessions that serve as the beginning of a significant process of acculturation, and not just a one-day of welcome. Harpelund, Højberg, and Nielsen (2019), emphasize that orientation programs are processes where a new hire participates in a series of activities with the primary focus on conveying information about the organization to the newly hired employees. Sims (2011), shared that we have so many new options and tools available to ease new employees' transition into an organization, and there is no reason for new employee orientation should just be a series of boring lectures.

Onboarding in Higher Education

Historically, higher education has viewed new faculty entering academia as an integral lever to infuse and maintain validity at an institution (Schibik et al., 2007). New faculty orientation programs have consistent goals that involve exposing newly hired faculty to the culture of the university and sharing information with incoming faculty (Schibik et al., 2007). New faculty orientation in higher education provides an overview

of the institution and covers the essentials to provide faculty with information about various information needed to get new hires off to a start without smothering them with too much information at once (Clement, 2015). Typically, new faculty attend a general university orientation for all new employees, covering information such as the university's strategic initiatives and human resources policies. The general university orientation is followed by school-specific activities scheduled throughout the first semester to prevent the faculty member from being overwhelmed (Lynch et al., 2017).

Orientation programs in higher education are often used as professional development opportunities to help clarify what is expected of the faculty members while aiding in their transition to life at the institution (Miller, 2021). These programs are also designed to promote faculty retention and the acculturation of newly hired faculty to the institution and the community (Miller, 2021). Schibij et al., (2007) emphasized that universities can shape their new faculty orientation programs focusing on the faculty search process as a stepping-off point to developing both a scholarly and intellectual community on campus. Research reveals that a viable onboarding program begins with orientation at the beginning of the school year and involves an orientation program at the beginning with ongoing support seminars and mentoring for new instructors (Clement, 2015). Rysavy (2019), reported that the orientation process will differ depending on the amount of importance the organization emphasizes on the process. Miller (2021), proclaims that new faculty orientation programs serve as an important introduction to an academic community.

Organizational Socialization in Higher Education

Organizational socialization is about new beginnings and is defined as new individuals starting new jobs within an organizational context (Wanberg, 2012). An organizational newcomer is an individual beginning work at an organization or moving into a new role within the organization (Wanberg, 2012). Wanberg (2012), implies that organizational socialization may include onboarding but encompasses information seeking, learning, and adaptation to the process involved in socialization. Effective socialization is crucial to the organization for many reasons: individuals have a high need to feel like they belong. The first few weeks of an individual's onboarding experience shape a newcomer's attitudes and behaviors. Good experiences may result in positive outcomes because it is often difficult for a newcomer to break into existing employee networks and feel at home in a new network of people.

The current research suggests what organizations and individuals do in the organizational socialization process can make a significant difference for a variety of important outcomes including employee satisfaction, commitment, retention, and performance (Wanberg, 2012). Frögéli and Gustavsson (2023), conducted a study to investigate the effectiveness of formal onboarding programs and practices for new professionals. The authors discovered that organizations should prioritize on-the-job training as a strategy to facilitate organizational socialization. The survey results indicated that attention should be given to understanding how to best implement on-the-job training to ensure strong, broad, and lasting effects (Frögéli & Gustavsson 2023). The research indicates that onboarding practices and programs should be formal and participatory, and information about the objectives and timeline, as well as information

about the new professional role, expectations, responsibilities, development opportunities, and organizational culture should be communicated. The newcomer should be encouraged to monitor co-workers, be assigned a mentor, coach, or "buddy," and be allowed to meet with key stakeholders at the organization (Frögéli & Gustavsson 2023).

Significance of Onboarding

Research indicates that an intelligently designed and led orientation provides a successful onboarding experience and opportunities to better acclimate to an unfamiliar environment and set up new employees for them to be able to perform job tasks more quickly, learn the organization's mission and values, and determine how the individual can contribute to overall job performance, and institutional growth and success (Baker & DiPiro, 2019). A thorough onboarding process has the potential to set any new employee up for early success and increase efficiency (Baker & DiPiro, 2019). Further, an intelligently designed and implemented onboarding program leads to increased job satisfaction and decreased employee turnover (Baker & DiPiro, 2019). The research says the onboarding program is designed to allow newly hired faculty to develop relationships with their new departmental and university colleagues (Schibik et al., 2007). This type of program also promotes community-building and creates an intellectual and scholarly community on campus (Schibik et al., 2007).

The research shows that there is a strong recognition that orientation programs can be powerful, illustrating the need to better understand what higher education institutions are doing with new faculty orientation (Bauer, 2010). One of the primary means of onboarding is to improve productivity, build loyalty and engagement, and help employees become successful in their careers (Rysavy, 2019). Structured onboarding

processes are known to improve morale and retention. Retention rates are enhanced when onboarding is done well (Rysavy, 2019). If organizations fail to properly onboard new employees, there will be lost productivity and lost opportunities for good employees (Rysavy, 2019). Miller (2021), conducted a study to explore new faculty orientation programs and discovered that programs should possibly incorporate longer activities that are designed to last an entire semester or academic year.

Research indicates organizations that are more effective and actively engaged in the onboarding process have new employees who enjoy 2.5 times as great revenue growth and 1.9 times as great profit margin than organizations who are less effective and actively engaged concerning onboarding their newcomers (Frögéli et al., 2023). Sims, (2011), suggested that an effective orientation program helps new employees feel comfortable and confident. Sims (2011), shared that many employees tend to experience a nagging guilt or concern feeling of uncertainty that causes them to question their choice to leave one company and join another company. An effective new employee retention program can eliminate this emotion and create a dynamic motivational atmosphere that erases employees' doubts and concerns about making the change to join another company (Sims, 2011). Rysavy (2019), shared that the uncertainty and anxiety that new employees may experience are reduced when organizations implement comprehensive onboarding practices.

Creating Culture through Onboarding

Miller (2021) is convinced those who work in the field of orientation have argued that the initial orientation experience sets the tone for the individual and is important for creating a culture of support, retention, morality, and productivity. Sims (2011),

expressed that a critical link in the process of creating a planned culture is lost if a company's orientation program does not include discussions and opportunities for employees to learn about the company culture, expectations, norms, and strategic plans. Every company has its own culture and values, and new employees want to fit into the culture while avoiding embarrassment (Sims, 2011). Sims (2011), discovered new employees want to fit into the culture and know what is expected of them. New faculty need and desire information about their new surroundings (Schibik et al., 2007). Sims (2011), emphasized the importance of including phone numbers, contact names, and title of the company's human resource personnel in the orientation process, so employees know where they can go to seek help when they need it.

Orientation programs allow the institution to begin the community-building process as soon as the new faculty member arrives on campus (Schibik et al., 2007). New faculty can form an intellectual community of scholars group when cross-disciplinary groups of faculty come together to engage in academic discussions of any form (Schibik et al., 2007). Miller (2021), assures that new faculty orientation programs serve as an important introduction to an academic community. As stated by Korte (2015), fostering effective, high-quality relationships among newcomers and current department members is critical and enhances the socialization of newcomers.

The variety of faculty development programming reflects an evolving perspective on investing in faculty members and demonstrates that institutions, through their efforts care about their faculty, and how they perform, and demonstrates the level of commitment an institution has toward faculty members (Miller, 2021).

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Common Issues with Onboarding Programs

The literature reports that orientation is a blur for most faculty (Flores & Gordon, 2017). Most new faculty experience anxiety and stress being in a new place and in some cases starting a new career (Flores & Gordon, 2017). All too often, new faculty spend the time during orientation thinking about getting their water turned on at their apartment and wondering why they must hear from several different administrators about the institution's status (Clement, 2015). The research conducted on new hires across a wide range of institutions, organizations, and jobs, the new hire onboarding process is often poorly managed and haphazard at best (Korte, Brunhaver, & Sheppard, 2015). Korte, Brunhaver, and Sheppard (2015), indicates that most of the downward spiral of newcomers begins with poor collegiality and insufficient support offered by current group members.

The research shared by Baker and DiPiro (2019) addresses the need for institutions to explore ways to improve faculty onboarding. Research indicates that companies often only focus their onboarding efforts on external hires, based on the assumption they need to obtain a general understanding of the new organization (Davila & Pina-Ramirez, 2018). The amount of information typically received at orientations has the potential to be overwhelming for attendees, so organizations should consider dividing it into shorter units. Davila and Pina-Ramirex (2018), believe that current employees or transfers who are assuming new roles should also undergo onboarding when they transfer or when their roles change.

Research proclaims that an effective new employee orientation program is a measurable asset in retaining talented employees (Sims, 2011). According to Harpelund,

Højberg, and Nielsen (2019), numerous studies have reported that if your new hires come out of the onboarding process with the wrong set of emotions resulting in anxiety and uncertainty, you will not gain loyal new hires who are an asset to the organization. The emotions of the onboarding process are critical for new hires to feel they belong, theoretically known as organizational socialization (Harpelund et al., 2019). The authors expressed new hires can watch hours of video, read the staff manual from cover to cover, have meetings with the line managers, and have ambitious career plans, all without having the slightest feeling of belonging to the organization or that they have a meaningful role in it (Harpelund et al., 2019). Orientation should include the tools faculty need to do their jobs correctly and efficiently (Flores & Gordon, 2017).

New Faculty Mentors

Lynch, Barrere, O'Connor, Karosas, and Lange (2017), explained the need for faculty mentorship programs and emphasized the importance of carefully mentoring faculty in ways that foster their acclimation to the academic environment and retain the individuals who are often content experts with minimal formal academic experience. Additionally, acclimating new and often inexperienced faculty members can be resource-intensive, therefore mentoring programs that facilitate successful acclimation and retention are crucial. Mentoring involves helping new faculty balance multiple responsibilities of the faculty role and is an opportunity to help shape the organization (Lynch et al., 2017). The authors discussed the benefit to create a faculty mentorship program, focusing primarily on the teaching component which would enhance the role-acclimation process of newly hired faculty in a meaningful and substantive way, regardless of their point of entry into academia (Lynch et al., 2017).

Bhakta and Medina (2020) suggested that programs consider formally assigning a mentor for each area (preboarding, orientation, and onboarding) to better guide faculty to meet colleagues and acclimate to the unfamiliar environment. The mentor should be knowledgeable enough to point new faculty to the right sources and connected enough to serve as a bridge to teaching. They should also be able to highlight essential department, college, and university meetings to attend and provide new faculty with an understanding of what is accepted and expected, as well as what to expect from others (Bhakta & Medina, 2020). It is also mentioned that a mentor can help the new faculty member set feasible goals to achieve throughout their first year. Mentors can reassure the new faculty member if frustrations or barriers arise. Overall, the mentor can assuage the new faculty member's worries and apprehensions, guide them to resources, encourage them to be proactive and assertive about their needs and concerns, and advocate that they begin seeking additional mentorship for each of the aspects of the mission.

Summary of the Literature

The literature indicates that a structured onboarding process tool for managing the onboarding process seems to improve the experience for new faculty members (Baker & DiPiro, 2019). Miller (2021) signifies that new faculty orientation programs are attempting to cover many purposes, so academic leaders might be well served to reflect on the intended outcomes and purposes of new faculty orientation. (Miller, 2021) suggested designing orientation programs and experiences based on the intended outcomes. Flores & Gordon, (2017) shared that faculty are facing issues that affect most new faculty including balancing demands, time shortage, stress, isolation, recognition, support, and the lack of resources when they are hired at a new institution. New faculty

need advice and support from those who have been traveling this road for a while already (Flores & Gordon, 2017).

In Chapter III, I present the methodology that serves as a procedural guide to how I gained an understanding of the onboarding experiences of newly hired faculty at Georgia College & State University and Valdosta State University. Chapter IV encompasses the personal narratives of each participant based on the semi-structured interviews. Chapter V spotlights the findings based on the thematic codes found in the data from the interviews and each of the narratives. Chapter VI concludes the study with a discussion of the findings and recommendations based on the experiences and narratives of the participants.

CHAPTER III

METHODOLOGY

This study examined the perceptions and experiences of newly hired faculty during the process of integrating each of them into teaching at their perspective universities and familiarizing them with the culture at the university. Merriam (2002) describes qualitative research as "an attempt to understand and make sense of phenomena from a participant's perspective" (p. 6). To learn about individual perspectives and experiences, this qualitative study explored the significance and impact that onboarding has on newly hired faculty and their perception of their new-hire experiences. The data broadens the understanding of the value of the onboarding and orientation experience for newly hired faculty. This chapter includes an overview of the research design and methodology, data collection methods, data analysis procedures, ethical precautions, validity concerns, and a summary of the methodology.

Research Design

I employed qualitative research to examine faculty onboarding experiences and how they relate to the program's outcomes. Additionally, it investigated the perceptions of newly hired full-time faculty who were hired to teach at Georgia College & State University and Valdosta State University, during the 2022 and 2023 academic calendar year. To thoroughly explore a range of perceptions and experiences from faculty, I used the narrative approach to interview faculty and analyze a small group of newly hired faculty from two universities. The narrative analysis approach focuses on stories told by individuals taking the approach of the teller Merriam & Tisdell (2016). The narrative

inquiry approach incorporates the feelings, goals, perceptions, and values of the people (Kim, 2016).

The psychological approach of the narrative analysis was necessary to analyze the internal, thoughts, and motivations told by the newcomer to uncover specifics about their new hire experience. Clandinin & Connelly, (2000), suggest that narrative inquiry successfully captures personal and human dimensions that are not possible to be quantified into facts and numerical data. This approach provides explanatory knowledge of human experiences, which allows the portrayal of rich nuances of meaning from the stories shared by the individual (Kim, 2016). The key to using this type of research is the use of stories as data, and more specifically first-person accounts of experience told in story form (Merriam, 2002). The data collected about individual newcomer experiences from interviews helped fill an area of new-hire research that is much needed.

Research Questions

The research questions drove the study and data collection process. The questions focused on the experiences and perceptions of faculty who were onboarded and oriented to teach at a university. The research questions are:

(RQ 1) Which onboarding and orientation practices identified in the literature did newly hired faculty experience and what is their perceived benefit of those practices?

(RQ 2) What value-added connections were you able to develop during the orientation and onboarding process?

(RQ 3) How do onboarding and orientation practices and relationships influence newly hired faculty's sense of belonging to their institution?

(RQ 4) What are the anticipated long-term effects of a positive onboarding experience on employee retention and engagement within the institution?

(RQ 5) What are the key factors that contribute to successful onboarding and reduce uncertainty among newcomers?

Setting

The proposed research study took place at two universities within the University System of Georgia: Georgia College & State University and Valdosta State University. Georgia College & State University is the state's designed public liberal arts university located in Milledgeville, Georgia, a traditional southern town less than a two-hour drive from Atlanta. Valdosta State University is a public university and is in Valdosta, Georgia, about 228 miles south of Atlanta, located in south-Milledgeville, Georgia. Valdosta State University is considered one of the four regional comprehensive universities in the University System of Georgia. Valdosta State University is considered a comprehensive university since they offer associate, bachelor, graduate, and doctoral degrees. Georgia College & State University and Valdosta State University are two vastly different schools sharing a similar focus on excellence in teaching, providing rigorous programs and opportunities to enrich students. Valdosta State University is a slightly larger university, with approximately 11,270 total enrolled students and 416 full-time faculty members. Georgia College & State University has approximately 6,763 total enrolled students and 414 full-time faculty members.

These sites were chosen for this research project for several reasons. First, both settings have never been studied to determine the significance and effectiveness of an onboarding and orientation experience. The second reason for analyzing the experiences of newly hired faculty at both institutions is that both universities have increasingly various demographics of new faculty.

Population and Sample

This study's sample consisted of eight newly hired full-time faculty from Georgia College & State University and five newly hired full-time faculty from Valdosta State University. Lincoln and Guba (1985), recommend sampling until a point of saturation or redundancy is reached. The participants were newly hired full-time faculty members employed within the 2022 and 2023 school year, at Georgia College & State University and Valdosta State University. Faculty teaching multiple areas of studies were selected for the population sample to ensure there is a diverse sample of faculty for the study. This qualitative study focused on the breadth of information to collect data and perspectives from each faculty through a narrative inquiry conducted at both universities. Faculty who are new to teaching in higher education and faculty who have been teaching in higher education will be selected to conclude what all new hires need when they are newly hired to teach at their new prospective school.

Sampling Procedures

The criteria for the participant selection for the study was a selection of newly hired faculty who participated in new-hire activities at Georgia College & State University and Valdosta State University during the 2022-2023 academic year. Seidman (2013) suggests using purposeful sampling to select participants who will facilitate the ability to connect if random selection is not possible. Purposeful sampling of faculty who participated in new hire activities during fall 2022 on both the Georgia College & State University and Valdosta State University campuses was conducted for this study. Participants were selected at each site according to the following criteria: participated in

new faculty orientation during the fall 2022 academic term and are considered full-time faculty at the university.

The participant pool was built through purposeful sampling. Participants for the study were acquired by an email request that was sent from the director of the Center for Teaching and Learning at Georgia College & State University GCSU and the director of the Center for Excellence in Learning & Teaching at Valdosta State University (VSU). The email was sent to each new full-time faculty member who attended orientation and was hired during the 2022 and 2023 academic year at both Georgia College & State University and Valdosta State University. When I did not receive many participants from Georgia College & State University, I sent out an email to each new faculty at Valdosta State University inviting them to be a part of the study. To get connected with the new faculty at each research site, I sent an email to the director of the Center for Teaching and Learning and the director of the Center for Excellence in Learning and Teaching at both universities to share an overview of the study and to request that they invite all newly hired full-time faculty to be a part of the research study. The email to the Center for Teaching and Learning and the Center for Excellence in Learning and Teaching directors explains the benefits of conducting the study (see Appendix A).

The director of the Center for Teaching and Learning at Georgia College & State University and the director of the Center for Excellence in Learning and Teaching at Georgia College & State University sent an email to full-time faculty who were onboarded during the 2022 to 2023 academic year. Participants were asked to contact me via email if they would like to participate in the study. Once the participants were identified, I contacted each participant who agreed to be a part of the study and scheduled

a date and time to conduct their interview. The director of the Center for Teaching and Learning and the director of the Center for Excellence in Learning and Teaching were informed about the research study and data collection procedure so they would have all of the information to share with participants. Once participants responded to the email invitation, each participant was contacted by email to provide options for days, times, and locations to meet to conduct the one-on-one interviews. This process was intended to reduce validity issues since the request to be a part of the study came from the director via email, instead of a call directly from myself as the researcher.

To assess the feasibility and acceptability of the research approach, a pilot study was conducted with one of the newly hired faculty members before the actual study was conducted with newly hired faculty from both Georgia College & State University and Valdosta State University. The pilot study was a good determination that the interview design and research structure were accurate enough to obtain data that answered the established research questions Seidman (2019). This process alerted me as the researcher to elements of my interview techniques that support the study's objectives. Once the pilot study was conducted, I as the researcher had the opportunity to reflect on the experience, collaborate with my doctoral committee, and revise the research approach if needed.

<center>Data Collection and Analysis Procedures</center>

The data for this qualitative study was collected through a questionnaire, and in-depth, semi-structured interviews from storytelling during participant interviews and a follow-up questionnaire. First-person interviews provide insights into perceptions of the significance and the impact the onboarding process has on new faculty and faculty success, engagement, and retention. According to Seidman (2019), telling stories is the

meaning-making process, selecting constitutive details of experience, reflecting on them, giving them order, and making sense of them. The data collection timeline was approximately two weeks, which resulted in the availability of each participant participating in the study. The interviews were conducted face-to-face and virtually, depending on the location and participant availability, over several weeks. The interviews were one-on-one conversations between the researcher and the newly hired faculty under the assumption of "in-depth interviewing" (Seidman, 2006, p. 10).

The questions developed for each interview considered the research questions and theoretical framework of the study. The interview protocol was designed to ask questions that prompt each participant to share their experiences related to their participation in the new faculty orientation. Specifically, the interview questions included prompts that encouraged each participant to share the significance and perceptions of onboarding programs and how they contribute to the success and retention of faculty at a university. Each participant had the opportunity to share personal stories, perceptions, concerns, and impacts that shaped their personal new hire experience. After each participant agreed to participate in the one 60-minute interview, the researcher sent the participant an email to schedule an interview.

Each of the interviews were recorded using Microsoft Teams, a video recording software, and transcribed for accuracy. Microsoft Teams has a built-in feature for recording and transcribing. The recordings of each interview allowed me as the researcher to go back to the recordings and listen to the interview again while looking at themes and paraphrasing the data. The automatic transcription was generated during each interview.

During the interview analysis process, I used memo writing and exploratory analysis to ensure I understood narratives through a unit of analysis. Maxwell (2013) emphasizes the importance of memo writing, which is one of the most important techniques for developing your ideas. According to Maxwell (2013), memo writing is a way to help you understand your topic. The memo process was also intended to give the researcher a more fluid approach to my research study. The memos were written on personal reactions and whenever there is a point at which there is an idea that needs to be developed further or recorded for further development. The transcription data was shared with the participant so each could review the transcript to ensure that the data was accurate, and the participant felt at ease with the data collected. Participants had the opportunity to review the transcript from the interview and share anything that came to mind after the interview, or anything they forgot to mention during the interview.

Participant Interviews and Consent

I conducted interviews with each participant using a semi-structured synchronous format, so I would have the opportunity to ask additional questions and follow up with the participants after the interviews. The interview questions inspired each to reflect on their onboarding experience and how it has impacted their teaching at the university. As a researcher, I asked various questions that were intended to prompt participants to tell stories and share their experiences about their experiences, feelings, concerns, perceptions, thoughts, and behaviors on changes and improvements to the onboarding process (see Appendix B). I considered the perspectives of each participant when writing the interview questions to focus on the goals and purpose of the research study. Seidman (2019) suggests each participant has a stake in the interview's set amount of time. Each

interview lasted approximately 60 minutes, depending on the responses, conversations, and input from each participant.

The consent from each individual is an agreement that is an essential part of the research endeavors involving human research. After each participant was selected to be a part of the study, they were sent the consent documentation that explained the research study, explanation of procedures, potential benefits, and assurance confidentiality to acknowledge they gave consent to be a part of the research study (see Appendix C). At the beginning of each interview, I read the consent statement to the interviewee to attain the needed consent (see Appendix C). Before I conducted each interview, I shared the consent information needed to ensure that the research study and data collection process was clear to each participant. Once each participant acknowledged the consent and was given the opportunity for questions or clarification, this was evidence that the participants were aware of the study and understood where the data was going to be collected and distributed.

Approval to Conduct the Study

I obtained Institutional Review Board (IRB) approval from Valdosta State University, and approval to conduct research at Georgia College & State University was done before beginning the research study (see Appendix D). As part of the IRB process, I as the researcher submitted my proposed research study for review before I began the project. Seidman (2019) emphasizes that the IRB process is an additional process separate from the approval of the thesis or dissertation proposed by the graduate committee. The IRB included an informed consent document that explains the following: length of the study, risks, discomforts, vulnerability, rights of the participant, possible

benefits, confidentiality of records, dissemination, and contact information and copies of the document (Seidman 2019). I submitted my IRB to academic affairs at Georgia College & State University and was approved by the provost to conduct the study (see Appendix E). The provost sent a letter of authorization for me to conduct the research at Georgia College & State University (see Appendix F).

<div align="center">Validity</div>

Lincoln and Guba (1985), focus on trustworthiness in qualitative research by identifying the criteria as credibility, dependability, confirmability, transferability, and authenticity. The criteria described by Lincoln and Guba (1985) are the mainstays of qualitative trustworthiness. Lincoln and Guba (1985) express that peer debriefing, member-checking, and reflective journaling are techniques used to establish credibility. This study involves peer debriefing, member checking, and journaling to ensure credibility.

According to Maxwell (2013), the subject of validity in qualitative research has been controversial. Maxwell states that methods and procedures do not guarantee validity, but they are essential to the process of ruling out validity threats and increasing the credibility of conclusions (Maxwell, 2013). Maxwell (2013) suggests that a researcher's conception of validity threats and how they can be addressed is a key issue in both a qualitative research proposal and research design. Two specific validity threats include researcher bias and reactivity. In efforts to reduce researcher bias, the researcher should openly share their expertise in the field and thoughts and honest reflections about the research process (Maxwell, 2013).

Researcher Bias and Member Checking

During the data collection process, I, as the researcher, continuously immersed myself in the data to determine data saturation and minimize research bias. Maxwell (2013) says that validity in qualitative research is the result of integrity, and suggests explaining possible biases and how you will deal with the biases (Maxwell, 2013). The research summary presents the detachment of the researcher's ideas and perceptions from the collection process and data analysis summary to eliminate potential bias. The research summary also includes a subjectivity statement that eliminates the researcher's beliefs, theories, and perceptual lens of the subject (Maxwell, 2013). Seidman (2013) suggests offering to distribute the interview and transcript to each participant to eliminate misconceptions and inaccuracies during the interview. I shared the data I collected for this study with the participants so they could suggest changes or inaccuracies derived from the interview.

In this research, I used the member-checking approach to share interview transcripts and notes with each interviewee after I had decoded and interpreted each interview. The concept of member checking allowed each participant to analyze the transcript and notes to be certain about the information collected and suggest edits. Member checking allowed each participant to check the initial data collected during the interviews and establish character and integrity between the researcher and the participant (Maxwell, 2013). I also used the Saldana, (2015) coding manual to determine the coding technique that was most appropriate for the study.

Limitations and Delimitations

Limitations and delimitations are inevitable in a research study and are out of the researcher's control. Theofanidis and Fountouki (2019), shared that the limitations of any study are potential weaknesses that are out of the researcher's control. Potential study limitations could include assumptions that relate to the underlying theories, study setting, population or sample, and data collection analysis. The limitations are strongly associated with the research design, funding constraints, time constraints, and numerous factors. Delimitations are associated with the limitations set by the researchers themselves and are concerned with the background, research questions, objectives, and variables within the study (Theofanidis & Fountaouki, 2018). This research study is limited to collecting data from two universities during a brief timeframe. The research findings are limited to the number of participants who participate in the study. Time constraints, limited data availability, and the aim to keep the study small led to the examination of only two universities.

Ethical Precautions

As the researcher, I ensured to build appropriate and significant relationships with the interviewees to "ethically gain the information to answer the research questions" (Maxwell, 2013, p.90). Maxwell (2013) emphasizes that relationships are built on more than just trust and support. Seidman (2013) suggests that it is important to build relationships with each participant, so they are comfortable during the interview. Once each participant was selected, they received information about the research study and were provided a disclaimer with documentation about the IRB approval, to ensure ethical precautions were taken before the interviews were administered (see Appendix G). Each

participant was also given a pseudonym at the interview to protect their identity. Throughout the research process, I kept a detailed journal to document research findings, analyze research data, and determine thematic connections among each interview. I also collected the New Faculty Orientation Schedule for Georgia College & State University, (see Appendix H) and the Orientation Schedule for Valdosta State University (see Appendix I).

Chapter Summary

This chapter provided a concise proposal of the procedures, processes, and methods for conducting this research study. The research design and elements within the design process were intended to design a study that will affirm answers to the research questions through data gathering and analysis techniques. The qualitative approach was intended to generate rich, detailed data that will enable the researcher to gain insights into individual experiences, success, and concerns related to the two theories analyzed in the research. The population, sample, sampling procedures, data collection process, data analysis, and limitations of the study are all significant elements in obtaining information about how to develop an effective onboarding experience for faculty who have just been hired at a university.

Chapter IV

RESULTS

New faculty orientation programs can be an important introduction to faculty teaching in higher education (Herdklotz & Canale, 2017). A new faculty orientation that is welcoming and engaging can help new faculty feel welcomed and comfortable in their new environment (Herdklotz & Canale, 2017). Research shows that institutions find it challenging to develop and deliver a one-size-fits-all orientation program that effectively meets the needs of all newly hired faculty (Herdklotz & Canale, 2017). The events that are scheduled for the days of new faculty orientation are intended to deliver important information that will ensure a successful onboarding to the university community, including resources needed to succeed in the classroom (Herdklotz & Canale, 2017). I conducted a study focusing on exploring the experiences and perceptions of newly hired faculty who were onboarded and participated in new faculty orientation, semi-structured interviews were conducted. The following research questions guided the interviews for the study:

(RQ 1) Which onboarding and orientation practices identified in the literature did newly hired faculty experience and what is their perceived benefit of those practices?

(RQ 2) What value-added connections were you able to develop during the orientation and onboarding process?

(RQ 3) How do onboarding and orientation practices and relationships influence newly hired faculty's sense of belonging to their institution?

(RQ 4) What are the anticipated long-term effects of a positive onboarding experience on employee retention and engagement within the institution?

(RQ 5) What are the key factors that contribute to successful onboarding and reduce uncertainty among newcomers?

These research questions were analyzed through a single comprehensive interview with 13 higher education faculty who started working at Georgia College & State University and Georgia College & State University in August 2022. There were eight full-time faculty participants from Georgia College & State University and five full-time faculty participants from Georgia College & State University. Participants varied in rank, level of experience, academic discipline, gender, and race.

The interview questions asked in the interviews collected information about their perceptions, experiences, interactions, professional relationships, challenges, and ideas to enhance the experience. Additional questions regarding the level of communication, sense of belonging, and recognition were also asked during the interview. Each participant was able to authentically express their experiences, perceptions, interactions challenges, memories, and ideas for improvement during the interviews.

David

David is a newly appointed full-time faculty member at Georgia College & State University. He attended new faculty orientation in August of 2022. David is a recent Ph.D. graduate and a returned Peace Corps volunteer. During his time in grad school and in the Peace Corps, he participated in community-based engaged learning and has an interest in service-learning projects. Community-based engaged learning is important to David because he can get out in the community and apply his skills. David mentioned one of the most exciting elements of orientation was the faculty panel where each member of the faculty panel had some experience with the transformative experiences

(first-year experience, career planning milestones, internships, leadership programs, MURACE, study abroad, and community-based engaged learning. The transformative experiences at Georgia College & State University encourage students to step outside of their usual surroundings, gain authentic experiences, solve problems, become leaders, and participate in real-world settings while putting those ideas into action.

David spoke about the opportunities he had to establish professional relationships and network with colleagues and other faculty during orientation. He did say he thinks there could have perhaps been more time allotted to networking with folks. He also shared he made several friends at orientation. He expressed that orientation is necessary, especially when you come to a new place alone. David said getting to know people and then spending time with them outside of the university setting has been important to him to feel integrated instead of alone. The orientation broke the ice for him and has made him feel comfortable collaborating with other faculty on campus. He expressed that having those friendships and people that you can reach out to is important, especially when starting a challenging academic career. David talked further about engaging in collaborative activities during the week of orientation. He mentioned participating in the Lego building activity and talked about interactions with other faculty.

David elaborated on memorable interactions and relationships he formed during the orientation that have shaped his professional journey. He shared those interactions are just as simple as getting other people's phone numbers and spending a lot of time with the group during the semester, especially on weekends. He shared he has formed a trivia team, and they play trivia on Thursday nights at the Pickle Barrel restaurant in Milledgeville, Georgia. He said most of the people whom he plays trivia with are from

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the new faculty orientation. David looks forward to meeting up with this group each week and expressed this is the time when they each share how everyone is doing in the role of a new faculty member at Georgia College & State University and share what they are doing in their classes. He referred to this group as being a new assistant professor group that is an outlet for folks to benefit from when needed.

David shared that his new faculty orientation experience was very informative, and he felt like everything was well-communicated and transparent. He specifically mentioned all of the presenters and the Human Resources department (HR) did a great job of sharing important information in such a short time frame. He expressed the HR department was put in a challenging situation in having to explain benefit packages and different retirement options that had to be decided on in a short time. David did not have any criticisms of how anyone presented information or handled the orientation. However, he did express his concern about having to make such an important decision about his retirement and benefits on the first day of orientation. He was sure to explain this decision is not something that Georgia College & State University mandated but something that the University System of Georgia (USG) should reconsider.

David appreciated how the presentation times were adequately spaced out between each session. He also liked the fact that the presenters stuck around after the presentation and were available for questions. David had a suggestion about additional session topics for future new faculty. He voiced it would be beneficial for there to be a whole session on internal funding focusing on the opportunities Georgia College & State University offers and the types of projects that it funds. He said it would be great to encourage faculty to apply for more funding and grant opportunities. Another session

topic David spoke about is a session provides information about what a typical Georgia College & State University student needs to do in terms of their pathway to graduation because it took him some time to wrap his head around the general educational undergraduate student requirements for graduation.

Overall, David was able to get an idea of the mission, values, and culture, of the university. It was clear that teaching is a really important part of their evaluation and what they wanted faculty to do at Georgia College & State University. He was knowledgeable about the university's strategic plan and understood that transformative, creative, and innovative teaching practices are valued at the university. David shared the information provided was transparent and helpful, particularly the information shared about the learning management system (LMS). He did suggest expanding on the session about the learning management system would be helpful, especially for those who are not familiar with the learning management system.

<div align="center">Jake</div>

Jake is a newly appointed full-time faculty member, fresh out of a doctoral program and new to the realm of teaching. He is an assistant professor in health sciences at Georgia College & State University faculty orientation and participated in the onboarding activities upon arriving at Georgia College & State University in August of 2022. He shared that he met quite a few people at the orientation that helped him feel more connected with the campus and different departments at the institution. He talked about having recently moved from another state, the orientation significantly helped him navigate the transition from student to professor. From the initial welcome, he found the

atmosphere to be welcoming and supportive. He talked about how the orientation helped boost his confidence by helping him feel empowered and be a part of a team dynamic.

Jake conveyed that open communication helped to reduce uncertainties and provided him with a clear understanding of his role and responsibilities as a faculty member at Georgia College & State University was communicated very clearly. The orientation also shed light on the resources he was able to refer back to during his first-year teaching at the university. He always felt like he knew where to find the answers, and he knew the people to contact to get the answers. He mentioned it was a challenge to go straight from orientation to developing your courses but he felt confident that he knew where to go for help.

During the first week, he was nervous due to just recently graduating and moving from out of state. He talked about the desire to make a good impression and the task of meeting a bunch of people at his new institution. Jake expressed that networking is massively important for new faculty. He appreciated the different networking activities that were implemented during the orientation. The activity that was most significant to him was the Lego activity where the new faculty had to get into groups and work together to build their own unique house. Jake shared that this particular activity allowed him to engage in collaborative activities with other new faculty, and helped make him feel like he could share his expertise, be in charge, and take charge. He said it was nice to have certain tasks in the orientation that gave him a break from the norm and prompted him to become engaged in a non-judgmental environment where he could be himself.

Jake mentioned it is easy to get overwhelmed at times during the orientation because there is so much information to assimilate in such a short time. He

communicated that having to decide on a retirement plan on the second day was very stressful. He felt pressured to have to make an important decision in such a short time frame, but he understands that this is a very important decision to make when being onboarded. Jake said the orientation process can be overwhelming because there is a lot of information to go through and people were asking specific questions that didn't apply to everyone.

Jake expressed his gratitude for the Center for Teaching and Learning, and what the department did to onboard new faculty to the institution. He appreciated having step-by-step instructions for how to work the technology and having the opportunity to dive into the learning management system to learn how it works before developing his course. John also talked about the significance of having a digital place, a "sandbox" to start building his course so he could practice using the features in the learning management system before developing his actual course. He especially benefited from the group that came in to discuss undergraduate research because this was something that he was interested in and ended up participating in the following summer after he was hired to teach at Georgia College & State University.

He shared that hearing feedback from students who came from different backgrounds in academia was significantly helpful in understanding what students are looking for from an instructor and what makes up the culture of the institution. Jake recalled that the faculty who came to provide insights about teaching at the university was a valuable experience for him. The information that the faculty shared made him rethink what activities he was going to incorporate into his lessons. This was such a

valuable experience for him because he was able to get lots of ideas and takeaways from the faculty so he would not have to reinvent the wheel.

He talked highly of the team-building activities that he participated in and shared that the active learning sessions were especially valuable to him and made him feel a sense of excitement about joining the institution. The name game that he played during the orientation was something that inspired him to implement it in his classroom. He thought it was really neat to not only put himself out there but to see how other colleagues described themselves and the fact that everyone is so different. Jake expressed that he felt like he got to know everyone a lot better and build relationships through the types of interactive activities that were implemented during orientation.

Jake indicated that the connections that he made during the orientation and onboarding experience were very important to him and impacted his professional identity within the institution. He talked about the professional relationship that he formed during the beginning of the orientation and shared that he ended up arriving at the orientation early and started talking to one of the new faculty members whom he had also moved from out of state. Jake shared that he is one of his best friends to this day. He explained the breakout session that involved active learning helped reduce uncertainties about potential interdisciplinary collaborations.

All in all, Jake was impressed with the orientation, but he did have some suggestions and recommendations to improve the onboarding and orientation experience for future new faculty. He suggested incorporating more welcoming activities and went on to share that it would be beneficial to incorporate experiences for new faculty that involved more opportunities for new faculty to move around and sit next to a different

person each day. He shared that it would be beneficial for faculty to be prompted to interact with someone else each day of the orientation. Based on his positive experience at the new faculty orientation, Jake thinks it would be beneficial to incorporate more networking opportunities to build those connections and professional relationships. He also suggested encouraging newly hired faculty to complete a take-away/homework assignment each day of new faculty orientation to get a better sense of how each function of the learning management system works.

<p style="text-align:center">Jennifer</p>

Jennifer is a newly appointed full-time faculty member at Georgia College & State University. She is also a graduate student who recently moved to Milledgeville, Georgia from out of state. Jennifer attended the new faculty orientation in August of 2022. She said the onboarding experience was exactly what she needed to start getting oriented to teaching at Georgia College & State University. She also shared she received informative emails from the human resources department at Georgia College & State University as soon as she accepted the position at the university.

Jennifer shared insights about participating in the new faculty orientation. She said a lot of administration came to welcome the new faculty and share important information. She mentioned that representatives from different organizations around campus came to the orientation so they could be available for new faculty to ask questions. During the orientation, Jennifer was able to ask questions and acquire an understanding of the university's mission, values, and culture. She mentioned it was a great week to get to know lots of different people who do not teach in her department.

Throughout the week, Jennifer had several opportunities to talk to individuals in leadership positions and it made her feel connected and more involved in the university. One group in particular that she discussed collaborating with was a group called "GC Journeys". GC Journeys is a program that transforms the way students think and experience college. Leaders from this particular program attended the orientation and shared student and faculty resources with the group of new faculty. Jennifer expressed she received the information needed to be an effective faculty member at the institution. She was also adequately informed about policies, procedures, and expectations.

Jennifer formed connections and collaborated with other new faculty when she participated in the Lego building activity. She shared that she worked in a group to create something out of Legos. This activity was so significant that she ended up placing her Lego house on her desk in her office. Jennifer explained she felt like there was a sense of belonging while she was working with her peers to create a house out of Legos. She ultimately felt like she was welcomed to the university and was able to meet people right away. She talked about meeting people who weren't necessarily in her department but also discussed getting together with her department and those who were new to her department.

One of the challenges that Jennifer had was that she moved several hours away and attended new faculty orientation right after she moved to Milledgeville, Georgia. She explained it was just a lot going on at once while trying to prepare and be ready for day one of the new semester. She was very appreciative of the work the Center for Teaching and Learning put into preparing the new faculty to become quickly acclimated to teaching at the university. She said other faculty from her department were helpful

throughout her onboarding experience and supported her while trying to find a location for residency. She praised her entire department for welcoming her to the university.

Jennifer expressed networking is very important for new faculty. She explained getting to know other people and knowing where they are coming from is very beneficial. She did say she had a few opportunities to establish professional relationships and network with colleagues during orientation. She talked about being excited at orientation since she knew she was going to get to know people from all over campus. Jennifer said she wished they had more time to get to meet people on a personal level and socialize.

Jennifer discussed one of the significant challenges she faced with her information not being input into the system properly. She shared that she did have support from individuals at the university to get this issue resolved. Jennifer said she felt supported and found it helpful to hear from faculty who came to the orientation to talk about their first-year experience. She found that part of the orientation to be significant because it was interesting to hear from people who were in the position that she was in one year prior. She did mention she had a mentor who is in her same department but shared that it could also be beneficial to have a mentor who is from another department.

Jennifer had a few suggestions that could improve the onboarding experience for future new faculty. She shared that more opportunities for social time would be beneficial because it is nice to get to know people and share experiences and expertise. She mentioned she did get to know one of the new faculty members from another department well and that continued to shape her professional journey and contribute to her sense of belonging. The professional connection she has formed with another faculty member

from another department has made her realize that more getting-to-know-you activities where faculty can collaborate and share bios could be helpful.

Kimberly

Kimberly is a newly appointed faculty member at Georgia College & State University. She attended the new faculty orientation in August of 2022. Kimberly shared she was excited about orientation because she moved to a new city and was excited to meet other new faculty. For Kimberly, the most exciting part of orientation was to start creating a community at Georgia College & State University. She expressed that she knew she would learn facts about the university and how things worked, but to her, it was about meeting new people who were already at the university and who were hired at the same time she was hired. Ironically, Kimberly knew one of the new faculty members from her previous institution, so they met up on the first day and sat at the same table. By the end of the week, they had a whole group of new faculty at their table making connections.

Kimberly created a group chat, and about six or seven of the new faculty are still communicating and meeting for a social hour from time to time. She believes it is helpful to stay connected with a group of new faculty who went through the hiring and onboarding process at the same time because they can go to each other to ask questions. Kimberly shared that she has a mentor who has become one of her good friends, and is in her department and teaching the same classes that she teaches. She recommends that each new faculty have a mentor when they are first hired at a university. Kimberly said it has been helpful to have a mentor that she can work closely with and get together to plan activities for their classes.

She highly recommends having a mentorship program for new faculty because she said a lot of her colleagues do not have a mentor. The underrepresented faculty mentoring group was helpful for Kimberly because she was able to meet someone, she knew at a larger university scale. She shared that she was able to get to know people across the university instead of just in her department. Kimberly expressed that the more opportunities to meet people who have gone through the process and are willing to help the better. She shared that it just keeps growing your network of people.

Kimberly found the faculty panel to be a valuable part of the orientation because she was able to hear experiences from faculty who were recently hired from the previous year. She liked how they shared tips and helpful information that they learned while going through the onboarding process. She also liked how she was able to ask them questions. Kimberly also found the breakout sessions hosted by the Center for Teaching and Learning to be beneficial. She mentioned it was helpful to have the Center for Teaching and Learning staff at the orientation so she could get to know each staff member and ask questions if needed.

Kimberly shared that she had an opportunity to engage in collaborative activities during the new faculty orientation event. She talked about the Lego building activity and shared how much fun she had working with other new faculty. She said it was an interesting experience because everyone was competitive and every team had a different strategy for building a Lego house. This particular experience was an opportunity for new faculty to foster a sense of camaraderie and a shared purpose. Kimberly reflected on this experience and shared that this activity made her see that Georgia College & State University was creating a community of professionals.

Kimberly shared her thoughts about networking and said that it is important because you get to talk to individuals from different academic fields, find out what field they are teaching in, and hear about their experiences. She explained that it is easy to get so focused on your particular field and not interact with others in different academic fields. She valued eating lunch with the group of new faculty each day of the orientation. She said it was nice to interact with each of her colleagues and get to know each of them. Kimberly enjoyed attending the New Faculty Academy sessions throughout her first year of teaching at Georgia College & State University, but she said her calendar began to fill up quickly with other obligations.

Kimberly expressed she was excited to be at Georgia College & State University as soon as she walked through the doors at orientation. She felt welcomed and especially liked the atmosphere that the staff from the Center for Teaching and Learning showcased. Kimberly mentioned that coming to a new place can be intimidating and overwhelming, but she expressed she felt welcomed. She had a few suggestions and recommendations to enhance the onboarding experience for future new faculty. She said it would be great to have a walking tour for new faculty to have the opportunity to walk through campus and learn about what is in each of the buildings and what service is housed in each building. She also mentioned that having individualized orientations within each department in addition to the new faculty orientation would be helpful for new faculty.

Kimberly discussed her overall onboarding experience and shared that it was nice to get emails leading up to new faculty orientation. She shared it was helpful to know what the schedule was going to be for each day and who was going to be leading the tasks/activities each day. She said that the level of communication was great and

appreciated being able to hear from the faculty panel. Kimberly expressed that the sessions were very helpful and she benefited from the host of each session sending materials from the session. One resource that Kimberly mentioned receiving was a faculty checklist. She found the checklist to be helpful because she could go down the list and check off what she had done, and what she still needed to do to be prepared for day one of teaching at Georgia College & State University.

<div align="center">Matthew</div>

Matthew is a newly appointed faculty member at Georgia College & State University. He attended new faculty orientation in August of 2022. He is a new faculty member who teaches online. Before joining the faculty at Georgia College & State University, he was employed at another school in the University System of Georgia (USG), so he was familiar with the onboarding and orientation process in higher education. Matthew reflected on his orientation experience and remembered feeling tired and thinking that it was a lot of information at once. He shared that learning about the learning management system (LMS) was extremely valuable. Coming from another institution in the University System of Georgia (USG), he had experience with the same learning management system that Georgia College & State University uses. Matthew expressed that he enjoyed meeting the other new faculty from other colleges and departments.

Matthew reflected on a time during orientation when he had the opportunity to engage in collaborative activities with other new faculty members. He discussed participating in the Lego activity and said it fostered a sense of camaraderie; however, he said he would have found it more helpful to go downtown with the group of new faculty,

see the bookstore, tour the library, and find the dining hall (MAX). He shared he found all of these locations on his own at a later date, but faculty could still get into interdisciplinary groups and talk about teaching while touring the campus and finding where everything is located. Matthew also talked about participating in the "getting to know you" activity, where the space was divided into quadrants and each faculty member had to go to the space that represented their thoughts about the questions that were being asked. The responses to the questions represented different personality types. Matthew shared it was fun and interesting to get to know others at the new faculty orientation, but he said that he does not recall it being a valuable experience because he does not work with those people and has not seen them since the new faculty orientation.

Matthew shared he was adequately informed about policies, procedures, and expectations during his onboarding experience. He remembers reading several handbooks during the week of orientation. Matthew shared that he learned about the Center for Teaching and Learning (CTL) and was informed about the services that CTL provides to faculty. He shared that he knows where to go to find help if he has a question about the learning management system. Matthew said that he was able to ask questions at any point during the orientation, so his uncertainties and ambiguities regarding policies, procedures, and expectations were eliminated.

Matthew thought about the opportunities he had during the week of orientation and shared that the faculty panel was an effective experience because the professors' shared insights about their experiences over the last two years. He shared that the professors were new faculty who were hired a year before he was hired at Georgia College & State University. Matthew shared that the faculty on the panel gave some

insight into the kinds of students that attend Georgia College & State University and the culture of the campus. He said he was able to learn about what he should expect in the classroom.

Matthew reflected on his experience and shared that it could be beneficial to spend two or three days going over the different functions that are available in the learning management system. He said it would be helpful to learn about how email works in the learning management system during the orientation. Matthew shared that institutions, especially larger institutions are going to have to be prepared for faculty who will be teaching online. He said they should orient faculty members to be prepared to teach online. Matthew shared that it would be helpful to split the faculty into groups and give those who are teaching the opportunity a chance to learn more about teaching online than those who are teaching in the actual classroom. Matthew said getting resources and information about the learning management system and having training sessions for those teaching online during the orientation would benefit those teaching online. He said it would be helpful to see what students see and possibly work with another new faculty to try out the different functions in the learning management system so they can experience how it is to use the learning management system as a student.

Matthew reflected on his first year teaching at Georgia College & State University and said it would be beneficial for new faculty to meet with other faculty in their perspective department during the week of orientation to talk to them. He said it would be helpful to talk to those who have been at the college for a while to get information, resources, and insights. Matthew shared that new faculty could benefit from having a representative from each department to come over and talk to the new members

of their department and share specific information, resources, and software that they will

be using. He shared there was some software that he did not know about until later in the

year.

<div align="center">Ryan</div>

Ryan is a newly appointed full-time faculty member at Georgia College & State

University. He attended new faculty orientation in August of 2022. He shared he is from

out of state and moved to Milledgeville, Georgia to work at Georgia College & State

University so he valued the information he was given at the orientation. Previous to

working at Georgia College & State University, his primary work experience was in a

mental hospital. He went through a two-week training program when he started working

at a mental hospital in Florida. Ryan mentioned that many of the same aspects that were a

part of his previous occupation were similar to the onboarding at Georgia College & State

University. Examples of the similarities include: how to set up payroll, retirement plan,

and make informed decisions about savings. Since he was from out of state, some aspects

of the University System of Georgia (USG) and the state of Georgia were new to him

when he first learned about the USG at new faculty orientation.

He expressed that orientation allowed him to meet several people from other

departments that he would not have met had he not attended new faculty orientation. He

shared that before orientation, his department had specialized training for new faculty.

Every year, right before the fall semester begins, the music department has a faculty

retreat where the group of new faculty meet in a conference room and discuss important

information for new faculty. He said they also had a mentor luncheon with mentors and

mentees, and he had the opportunity to discuss potential research opportunities and learn about possible scholarly activities.

Ryan explained he is generally more of an introvert, so the collaborative activities that he participated in during new faculty orientation encouraged him to talk to others. Ryan shared that he attended the new faculty orientation program alongside another colleague in the same department, and he believes some of the icebreakers helped get the group conversations started and built a networking community. Ryan's outlook on networking changed after attending new faculty orientation, as he now thinks the social aspects of onboarding being a positive experience.

Ryan talked about participating in the breakout sessions during the orientation and particularly found the syllabus session helpful because he needed to know what should be included in the syllabus. He shared he remembered attending the session focusing on research opportunities that Georgia College & State University has for students. He said much of the information was new to him because previous schools that he had been at did not have similar research opportunities. He shared that he was drawn to this information because he is personally interested in helping students develop their research and get into the mindset of researching. He expressed research is important in his field of music therapy. Fostering student research is important to the field because they are constantly getting funding for students to go to conferences and training students to think about research topics.

Ryan reflected on a time during the orientation when we had the opportunity to engage in collaborative activities with other new faculty members. He found the Lego building activity very engaging. He said that he got into groups to build Lego houses, and

it felt like it was a race, but it was also a team-building activity. While participating in this activity, he got to know the people with whom he was working with to build the Lego house, and that experience contributed to his sense of belonging and integration to the academic community. Ryan indicated that the Lego building activity was one of the more fun activities he participated in during orientation, which allowed him to get to know people and establish professional relationships.

Ryan talked about an additional opportunity that he had during the orientation that allowed him to get to know people's personalities. He shared that he did not remember all of the details about the "getting to know you" activity, but he said that the space was divided into quadrants and each faculty member had to go to the space that represented their thoughts about the question that was being asked. The location that each faculty member went to defined their personality traits. While participating in the activity you find out those who are introverted and those who are extroverted, opinionated, and non-opinionated. The purpose of the activity was to identify those who have the same personality characteristics and those who have different personality characteristics. Ryan expressed that he liked this exercise because it helped him to be more open to getting to know people and see that other people would see that they had the same thoughts about speaking in front of a large group.

Ryan shared he is new to academia, and the job at Georgia College & State University was his first teaching position after recently graduating with his Doctor of Philosophy in Music. He shared that the orientation helped make him feel more comfortable about being new to the field since there were others at the orientation who were also new to the field. Ryan said he was given a faculty handbook that had

information for faculty and staff. He valued the information he was given about the different types of classes, policies, and procedures at Georgia College & State University, and shared that those hosting the new faculty orientation did a good job informing him about the different policies, procedures, and expectations. He said he had plenty of opportunities to ask questions and received clear and informative emails from the director of the Center for Teaching and Learning, that prepared him to teach at the university.

Ryan had a few suggestions to enhance the orientation and onboarding experience for future new faculty. He shared that the orientation was predominately lecture style, which is how he likes to learn. However, he wondered if there could be more experiential ways of addressing information that is typically shared in lecture style since some people struggle with lecture-style teaching. He said it would be worthwhile to relocate some of the orientation sessions to different parts of campus so faculty could get familiar with other parts of campus and move around to different parts of campus.

Stephanie

Stephanie is a newly appointed faculty member at Georgia College & State University. She attended new faculty orientation in August of 2022. She shared she was from out of state and moved to Milledgeville, Georgia to teach at Georgia College & State University. She said that overall, the orientation and onboarding experience was a positive experience. The orientation experience allowed her to learn a lot about what she needed to know to be prepared to teach at Georgia College & State University. Throughout the week of orientation, she kept a notebook and made lots of notes that she has been able to refer back to as needed.

Stephanie reflected on her orientation experience and shared that the most valuable part was the different trainings that the Center for Teaching and Learning offered for specific procedures or processes that needed to be completed by all new faculty. She especially appreciated having a faculty panel there, which consisted of other faculty who explained the different experiences they have had teaching, in addition to sharing the innovative activities that they are putting into place in each of their classes. Stephanie also shared she received information about the policies, procedures, and expectations during orientation. The information regarding the policies, procedures, and expectations was helpful for Stephanie because she explained that this process is different for teacher assistants. Stephanie also shared she is from a different country so she was not familiar with any of the processes that were explained during new faculty orientation.

Stephanie reflected on a time during the orientation when she had the opportunity to engage in collaborative activities with other faculty members. She shared her experience participating in the Lego activity. Faculty had the opportunity to be creative and build something innovative or build what is on the brochure. This particular activity promoted teamwork and collaboration while working on a shared purpose. Stephanie expressed that this activity allowed her to see that we all have differences, some chose to follow instructions and steps for building objects and some wanted to go out on their own and build something as a team. Stephanie shared that she was able to recognize that she was uncomfortable being innovative and not following the instructions to build what was on the brochure. She mentioned that her personality lends itself to wanting to follow instructions and build what is exactly in the picture instead of something innovative.

Stephanie shared that her mentality during the orientation was a result of coming to a new place and trying to absorb as much information as possible in an unfamiliar place. She talked about some suggestions that she thought would help the feeling of uncertainty when entering a new place for the first time. Stephanie expressed that it would be beneficial to divide faculty into groups and share stories about everyone's experience moving to Milledgeville, Georgia, finding a place to live, and what community events are offered. She said that it would be helpful to talk to the locals to find out what the community has to offer, what restaurants are around, and where to go and shop. Stephanie said that it would be a good idea to talk to others about housing and the community because they might have had a similar challenge when it comes to moving to a new place.

Stephanie shared her thoughts on collaboration and her mentality about collaboration. She is all for collaborating with others and being prompted to meet someone new each day. Stephanie said that she talked to a couple of people sitting around her, but she wouldn't volunteer to go, and talk to others had she not been given opportunities to engage in conversations and activities with others. She indicated she felt very comfortable and welcomed during the week of orientation. Stephanie shared that the folks in the Center for Teaching and Learning were supportive and provided her with a lot of helpful information she needed to be prepared to teach. She is comfortable with the individuals in the Center for Teaching and Learning and is not afraid to reach out to the office when assistance and information are needed.

During the interview, Stephanie talked about networking and the importance of networking, especially when you are a new faculty member. She said that networking is

important because it's a way to discover other areas to collaborate and collect information. Stephanie teaches four to five courses per semester, so it is a challenge to attend any events that are offered for new faculty. She emphasized she would like to attend events hosted for new faculty, but her schedule does not always allow her to attend. Stephanie suggested that it might be beneficial to offer happy hours for new faculty to come together, have snacks, and get to know each other while sharing information and learning about the different restaurants in town.

Stephanie voiced that she felt a sense of excitement when she was able to choose from a variety of workshops to attend. She shared that the visit from the university president was a moment that contributed to her excitement about joining the institution. During orientation, she heard the faculty panel share their insights on the innovative activities that they are incorporating into their classes. Stephanie specifically mentioned the GC Journeys panel where she learned about the GC Journeys program and different aspects of a liberal arts education. She was excited to hear about the work that the professors on the panel were doing at the university. The faculty panel was especially beneficial for Stephanie because she was able to a general sense of the environment and see the big picture of all the little things, she has to do even though she did not completely understand everything during that first week.

Stephanie shared the level of communication and transparency was the right level of transparency for new faculty entering a new environment. She shared that she was adequately informed about policies, procedures, and expectations. Stephanie said that she received a lot of information during that first week, which was a lot to think about while trying to focus on moving, and figuring out where everything is at the university, and in

the town in Milledgeville, Georgia. One of her most memorable interactions was with the Center for Teaching and Learning. She informed me that she was comforted by the Center for Teaching and Learning and appreciated the positive encounter that she had with the Center for Teaching and Learning. Stephanie shared that she felt like she could easily reach out to the center for help and they would provide her assistance.

Stephanie indicated that she took several notes during the orientation because she knew that it was a lot for her to take in at such a busy time. She encourages all upcoming new faculty to have a notebook and take notes throughout the orientation because there is just so much to learn and take in during the first week. She also recommends having a checklist for faculty each day and the materials and information from each session sent to all new faculty so each can have information on all the sessions, rather than just the sessions they attended. Stephanie shared that it would be helpful for people who are neurodivergent to attend the sessions and encourage faculty to visit with them throughout their first year because she said that overall, there are things that new teachers at a university are just not prepared for and it would boost confidence if each had someone to go to for support. She shared that it would also be helpful to have a mentor throughout the first year so that you have someone to go to when you have general questions about the area or need someone to provide guidance, motivation, role modeling, or educational support.

<div align="center">Tommy</div>

Tommy is a newly appointed full-time faculty member at Georgia College & State University. His onboarding experience was different from others because he was hired at Georgia College & State University in June of 2022 and the orientation was not

until August of 2022. Before orientation, he was onboarded through the Human Resources Department and immediately started working. He attended the new faculty orientation in August of 2022. Tommy reflected on his orientation experience and shared that he appreciated the professional relationships and connections made during the week of orientation.

Tommy shared that it would have been great if had more of an opportunity to get to know everyone else in the room. He had no idea who everyone was in the room and what school they came from before coming to Georgia College & State University. There have been times throughout the year when he has met new faculty at campus events. He has met others through "Times Talk" and at other campus-wide events throughout the year. He mentioned that he and his wife host social events at their house on Thursday evenings and invite faculty he met at the orientation. Tommy said that the social events are a good way to get to know people from around campus.

Tommy discussed a few opportunities he had to engage in collaborative activities with other new faculty who attended the orientation. One of the activities that fostered a sense of camaraderie and a shared purpose was the Lego activity. The Lego activity prompted new faculty to get into small groups and informally get to know each other while working together to construct a house built out of Legos. He liked the Lego activity because it allowed him to talk to the people around him and form memorable interactions while sharing the same purpose.

Tommy felt a sense of excitement about joining the university when he heard the students in the student panel talk about their experiences at Georgia College & State University. He appreciated being able to hear from students and get an insight into their

experiences, insights, and perspectives. The student panel was intended for students to be able to provide a first-hand account of their experiences to new faculty. Students also shared information about the institution's support systems, resources, and policies. Tommy explained that the open communication from students helped reduce uncertainties and provide faculty with a clear understanding of what students want from faculty. He did say that he was adequately informed about policies, procedures, and expectations.

Tommy said he was able to ask questions throughout the orientation. The faculty panel was a valuable experience for him because he was able to hear questions and answers shared by faculty who were new to teaching at the university a year before his arrival. He shared that he asked questions during the session that presented training on how to use the learning management system. Tommy expressed that there was ample time for him to be able to ask questions about how to use the learning management system. He talked highly about the team of the Center for Teaching and Learning and showed appreciation for the course design assistance and support that was provided. Tommy said he believes the connection that he has with the Center for Teaching and Learning has influenced his sense of belonging, helped him feel a part of the teaching faculty, and contributed to his understanding of the institution's culture and values.

Tommy shared he would like to see more interdisciplinary work and collaborative opportunities to get faculty from all areas talking to each other and working together in breakout sessions to share ideas. He said he enjoys getting to know people and hearing about their experiences teaching. One of the most memorable interactions he formed during his orientation turned out to be when he turned around and realized that the person

sitting directly behind him was his new neighbor. He introduced himself and formed a connection that has contributed to shaping his professional journey at Georgia College & State University.

Overall, Tommy believes networking is critical for new faculty members. In his past experiences, he found that getting to know his campus and a lot of people around campus is significant to being an effective faculty member at an institution. He talked about the fact that it is harder to get to know everyone when there is such a large group and said when there is a smaller group you can get to know several people fairly well when you incorporate interactive exercises throughout the week of orientation. Tommy mentioned he got to know several people by hosting informal social events at his home throughout the year. He also talked about making connections with students and shared his experience eating lunch with students after the student panel. It was inspiring for Tommy to get to hear high-achieving students tell their stories about their fulfilling experiences going to school at Georgia College & State University. He said the stories helped him know what they were becoming a part of when joining the institution.

Tommy shared a few recommendations to improve the onboarding experience for future new faculty. One of his suggestions was to host a new faculty welcome dinner so that everyone could come together informally and get to know each other. He said that a new faculty welcome dinner would be a great opportunity for new faculty to spend time with one another and get connected. Another suggestion that Tommy discussed was to develop an internal grant program that would be specifically for encouraging interdisciplinary collaborations on campus. He said this type of program would be beneficial, especially for those who don't come from a liberal arts background. Tommy

believes this type of program would bring cohesion around campus in terms of doing things across departments.

<center>Barbara</center>

Barbara is a newly appointed full-time faculty member at Valdosta State University. She attended new faculty orientation in August of 2022. Barbara shared that her onboarding experience was hectic because her offer was made close to the beginning of the semester when faculty are scheduled to report to work. She explained the process was slow and somewhat hectic communicating with the human resources department. However, the experiences engaging in collaborative activities and discussions with other new faculty helped reduce uncertainties about potential interdisciplinary collaborations or opportunities that involve teaching partnerships.

Barbara reflected on her orientation experience and shared that orientation went well. She shared that the organizers of the orientation did a good job helping the new faculty understand their roles and expectations. She said the public safety department provided important information about how to contact them and what to do in case they felt in any danger while at the university. Barbara appreciated public safety being a part of orientation and sharing important information with new faculty.

She was thrilled that the provost came to the orientation and gave a presentation to new faculty during orientation. Barbara said the provost's presentation set the tone and explained what type of organization Valdosta State University has established, shared the history of Valdosta State University, and explained where Valdosta State University fits in the University System of Georgia (USG). The provost also shared what the faculty role is at Valdosta State University and explained the role and expectations of a faculty

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member at Valdosta State University. The provost expressed the university was on a mission to work together as a team to get enrollment up since the decline of numbers after COVID-19.

Barbara talked about the sessions she attended at orientation. She said the orientation had a lot of useful sessions that were relative to faculty teaching in different departments. Barbara said that one of the sessions consisted of hands-on training on how to use the learning management system. She thought the session was helpful, but was frustrated because she was not able to get into the learning management system to participate and explore since she did not have her email credentials. Barbara expressed that she needs more time with the learning management system since there is so much to learn about the system. She felt behind with classes because she didn't know how to use all of the functions and navigate the system since she did not have her credentials to log in during orientation.

Barbara described the faculty learning communities that were established during new faculty orientation. She said the faculty learning communities were helpful and continued through the fall and spring semesters. The provost invited faculty to sessions on Fridays, with coffee and donuts. Barbara expressed that the orientation and the monthly sessions allowed her to ask questions and learn about the culture of the university. According to Barbara, the sessions were on different topics. One of the sessions involved touring the university, going around campus and taking pictures of certain objects. This particular activity helped new faculty learn about the campus and was very helpful.

Barbara was adequately informed about policies, procedures, and expectations during her onboarding experience. She did have multiple opportunities to ask questions during orientation, and shared that she was interested in the course syllabus and asked about specific policies related to the syllabus. She also talked about the training on the learning management system and wished that it would have been longer. Barbara described the level of communication and transparency during her orientation and onboarding experience. She indicated there were no hidden agendas and the information shared was transparent. Barbara explained the provost made it clear that the university was trying to get the numbers for admissions to increase.

According to Barbara, the provost set the tone of the orientation and explained that the university was on a mission to work together as a team to get enrollment up since the decline of numbers after COVID-19. She said the public safety department provided important information about how to contact them and what to do in case they felt in any danger while at the university. Barbara appreciated public safety being a part of orientation and sharing important information with new faculty.

Barbara said the information was provided in a variety of ways. She indicated a website was set up for new faculty with information that was shared at new faculty orientation. Barbara said having the website as a hub with all of the information was very helpful. She especially appreciated getting information from the Center for Excellence in Learning and Teaching director. She said she was provided with a mentor that ended up sharing more information with her after the orientation.

Barbara had the opportunity to collaborate with colleagues during the orientation. She talked about sitting around circular tables and talking to other new faculty members.

Barbara mentioned that she attended the fall graduation ceremony and ended up seeing faculty from her faculty learning community. The connections she made in the faculty learning community was valuable because she was able to see them at different places on campus and know who they were from the faculty learning community. She was grateful and thankful for the orientation and said that if it weren't for orientation, she would have been further behind.

Overall, the orientation was a great experience for Barbara. She felt like the orientation was well put together and the speakers did a good job, sharing content about the university. All of the presenters were very positive and everyone was so helpful during the different sessions. Barbara expressed that the presenters were very inviting, welcoming, and helpful. Barbara talked about an information fair that was held during orientation. The informational fare was hosted by different departments and community members. She was able to learn about the different retirement options and the benefits available for University System of Georgia (USG) employees.

<div align="center">Bridget</div>

Bridget is a newly appointed full-time faculty member at Valdosta State University. She attended new faculty orientation at Valdosta State University in August of 2022. She has been onboarded and attended orientations at different organizations and corporations before joining the faculty at Valdosta State University. According to Bridget, onboarding involves filling out paperwork and bringing someone in to sign papers. Bridget described orientation as a time when you are getting to know where you fit into the organization, understand the organization and its structure, and learn where you need to go to get answers to questions you might have as a new employee. She

explained that orientation and onboarding overlap, but overall onboarding is ensuring the new person has the tools they need to do the job and know who to contact if needed.

Bridget shared her orientation experience with International Business Machines Corporation (IBM) and explained what the company did to prepare new employees for success. She said the company flew the group of new employees to Washington DC and introduced them to everyone in the department. The company provided new employees with new technology and helped them set everything up so showing them the systems they had to learn to do the job. She said she was provided the tools she needed to be successful. If they had questions, there were multiple people whom they could contact for help.

Bridget emphasized the importance of new faculty orientation and the fact that it benefits everybody, especially the new person. They learn how things work, what they need to do to be successful, what they need to do to fit into the university, and how they can be successful from the very beginning. She expressed the importance of letting everyone know that it does take time to learn everything. It also helps if the people bringing you in, know that you are going to have a lot of questions and show awareness that it takes time to learn everything. Bridget said very often, new faculty are overwhelmed with the newness of everything. She said it can be helpful to introduce new faculty to who they will be working with at the university so they can start interacting with them from day one.

Bridget said the administrative part of the orientation at Valdosta State University could have been a little easier. Based on some of her previous experience, it would have been nice to already have a key made for the office instead of having to go to

another facility to get one made. In general, she was able to find her way around campus and get into her office. As far as orientation into her department, her supervisor was very supportive from the beginning and gave her all the information she needed to get started at Valdosta State University. Her supervisor shared expectations and shared how to get in touch with him and the department admin. The office area was still under construction and did not have permanent furniture. She likes to get in and get settled and said it could have been smoother if she had a furnished office area when she arrived.

Bridget had the opportunity to engage in collaborative activities during the new faculty orientation and throughout her first year at Valdosta State University. During the interview, she spoke about a new faculty learning community that was established for new faculty, by the director of The Center for Excellence in Learning & Teaching (CELT). She said this was the most valuable aspect of new faculty orientation. Bridget saw value in the learning community since participants had the opportunity to share what they wanted to learn from the sessions. Bridget said the CELT director asked participants what they wanted to learn during the sessions and then incorporated that information into the next session, which greatly benefited the new faculty. She said they also had a session on how to track your activities at Valdosta State University, which was important because everyone had to do this and do it well. The faculty learning community was an extension of the orientation and allowed new faculty to learn things about bigger Valdosta State University together and also answered questions that new faculty had at the beginning of the semester.

Bridget emphasized that orientation built a sense of camaraderie for new faculty. She said she got to know other faculty on campus and appreciated spending time with

other new faculty. During the time she spent with others, she got different perspectives from others and learned from others which was important to Bridget. She said you can get answers to many questions if others share information. Since attending new faculty orientation, Bridget has seen other new faculty around campus at training and she was able to reconnect with them, which she mentioned is important for retention. Bridget also mentioned that she met a group of people while a part of the new faculty learning community, and she said it is a treat every time she gets to see them.

Bridget did not encounter any barriers during her orientation or onboarding experience. She felt like everyone was supportive and she received a lot of good information during her orientation experience. Bridget did say that finding a place to live was a huge deal. There was not much turnaround time between the time she was hired and the time she moved to Valdosta. Bridget did not have any specific recommendations to enhance the new faculty onboarding and orientation experience. She had a significant amount of contact with supportive individuals and she felt like she got everything she needed from her department.

<div align="center">Heather</div>

Heather is a newly appointed full-time faculty member at Valdosta State University. She attended new faculty orientation in August of 2022. She did not have any faculty experience as a faculty member joining Valdosta State University as a full-time faculty member. This is her very first job in the United States, therefore she relied on the onboarding process to become oriented to becoming a faculty member at Valdosta State University. Heather reflected on her onboarding experience and said that she enjoyed the process.

She said the length of the orientation was implemented in a reasonable amount of time to acclimate new faculty. Heather said the orientation provided comprehensive information for faculty from all departments at the university. Heather emphasized that she was thankful for being informed about the policies during orientation since she was new to teaching and teaching at Valdosta State University. She said that it was very useful to get to know the other instructors who work in her department. Heather indicated that orientation was also a good chance to gather together and socialize.

Heather reflected on her orientation experience and shared what parts were valuable to new faculty. She revealed that Valdosta State University offered a mentorship program for new faculty. Heather said that Valdosta State University paired the new faculty with a senior faculty, which was both interesting and helpful for the new faculty. Heather said that the mentors shared detailed and specific suggestions that were informative and appreciated. She expressed that she valued the mentorship program at Valdosta State University. She said that she and her mentor scheduled monthly meetings at her orientation and got to eat lunch together. Heather shared that her interaction with her mentor contributed to her sense of belonging to the academic community at Valdosta State University.

Heather talked about networking and shared that she thinks that networking is important for all new faculty. She believes that networking is beneficial for one's personal life since so many are moving to South, Georgia from another location, and need to know information about the location. She also shared that information about the culture and everyday life is one of the most important things to her. Heather mentioned she has very limited experience teaching online, so the opportunity to network with other

faculty members regarding teaching, especially online teaching, and how to improve experiential learning was helpful. Heather expressed that networking with other faculty helped her improve her teaching skills since she was a new faculty member who was new to teaching.

Heather said new faculty could find more opportunities to collaborate in terms of doing research in the future when networking. She mentioned her networking experience allowed her to discuss research projects, share what research projects were conducted in the past, and thoughts on future research projects. Heather said networking with others allows new faculty to find out what types of service opportunities or positions are available within the community and the university. She indicated if you talk with people, especially those who have the same if not similar service experience, you will obtain useful information.

Heather emphasized collaborative activities and introductions helped her feel a part of the academic community. She shared she was adequately informed about policies, procedures, and expectations. Heather said the communication throughout the orientation was great and she was able to ask questions. She mentioned it could be hard for large groups to be able to adequately interact, however, she shared that having small group interactions can be beneficial. She talked about the group discussions and said that having faculty sit around a table allowed faculty to have in-depth discussions and interact with each other.

Heather shared her insights on the informational sessions (workshops) that she participated in during the orientation. She was introduced to the learning management system and appreciated the guidance that she got from the session. Heather expressed the

workshops were useful for new faculty members because some might not be familiar with the learning management system that the school uses. She mentioned she was provided a handbook of how to use the learning management system to design her course. Heather was especially thankful for her mentor and the Center for Excellence in Learning and Teaching department who helped her learn how to use the learning management system and boost her confidence to teach online.

Heather is also an advocate for students, she shared that the university's mission, values, and culture align with her values. She shared that the university showed appreciation for students and she shared that she learned how to serve the students effectively. Heather said she would like to know more about the graduate programs in the department. She is in full support to assist students.

Heather had a few suggestions on how to enhance the orientation experience for future new faculty. She suggested sending out a survey to new faculty members to ask them what questions or concerns they had about working in a new environment. Heather said the survey questions could be multiple-choice or open-ended questions. She believes the responses to the questions could effectively design an effective orientation.

<div align="center">Maggie</div>

Maggie is a newly appointed full-time faculty member at Valdosta State University. She attended the new faculty orientation and participated in the onboarding activities at Valdosta State University in August 2022. This was her second new faculty orientation at Valdosta State University, as she transitioned from a limited-term lecturer to a new faculty member. She said the new faculty orientation was very similar to the one she attended a few years ago, but it was a good refresher for her because there were some

things that she had forgotten from the previous new faculty orientation that she attended at Valdosta State University. Maggie shared she knew her way around the university and the different departments, but there were some specifics that she did not remember from the first orientation. She did not recall that anything new was added to the orientation since she last attended.

Reflecting on her experience, she especially found the learning management system training session to be helpful. Maggie found there were new updates to the learning management system that allowed her to do more with her courses. She expressed she found that the sessions where you could take concepts and apply them to your classes were very valuable. One of the sessions she talked about in particular was the active learning session that the director of the Center for Excellence in Teaching hosted during new faculty orientation. She shared the director prepared them for the first day of teaching and she got the group of new faculty excited about getting their students excited.

Maggie shared she was able to apply what she learned in one of the sessions to one of her lessons with her students. She uses the interview active learning lesson with her students so they will feel more comfortable asking her questions. She also asks them what they would like as an outcome for the class. Maggie said students like this lesson because they have the opportunity to ask questions and get clarification about any uncertainties. Maggie's recommendation to improve the onboarding experience for future faculty is to move the optional benefits session with Human Resources (HR) to the third week in August since there is so much going on during the week of orientation. She said faculty would have more time to focus on benefits and it would be on their minds once they get settled in at the university. She said it would be beneficial for tenure track

faculty to meet one-on-one with someone in benefits. Maggie spoke highly of the HR department at Valdosta State University and shared she had a good experience with them during her transition from a limited-term lecturer to a new faculty.

She said she had a little bit of time to collaborate with others during the orientation but not a lot of time. Maggie did not form any interactions during the orientation but she made some connections within her department. She expressed she feels comfortable going to her department head to ask questions. Maggie said that her department head is her mentor.

Fortunately, she did not have any challenges or barriers during her orientation. She said it is just a lot when you are starting a new position. Maggie personally did not find the campus security session or the waste management session very useful, but she said that it is nice to put a face with a name. She explained that meeting with the Office of Sponsored Programs and Research Administration (OSPRA) would have been beneficial since she will be pursuing research opportunities. Maggie shared that more networking opportunities would have been valuable for all new faculty.

<div align="center">Scott</div>

Scott is a newly appointed full-time faculty member at Valdosta State University, who just transitioned from being an adjunct instructor to full-time faculty. He attended new faculty orientation and participated in the onboarding activities at Valdosta State University in August 2022. His new faculty orientation experience was a little bit different than others since he had already been teaching at Valdosta State University for several years as an adjunct professor. He explained he already knew about 90% of the information that he was given at the new faculty orientation since he was already

teaching part-time at Valdosta State University. However, Scott expressed his beliefs on having an orientation for adjunct professors because onboarding is very limited for adjunct professors. He mentioned that years ago, he did not remember many resources for adjuncts, and emphasized that adjuncts are typically provided limited information on what they need to be prepared to teach the courses that they teach.

Scott reflected on his onboarding and orientation experience and shared that the experience was very valuable, especially for those who are newcomers to the institution. He was pleased with the experience and mentioned that the most important part of the experience was when the Provost at Valdosta State University held a new faculty session that lasted approximately six to eight weeks into the semester. He described this session as a lunch and learn with the provost. All new faculty were invited to the lunch and learn. During this session, new faculty were allowed to express difficulties, concerns, and, learn more about the university. This session allowed faculty to determine what Valdosta State University had its hands completely involved in and where the university was going with the strategic plan.

Scott expressed that some networking and social events could be beneficial to get the new faculty acclimated to the university. He also shared they did not have a significant amount of time to learn a lot about the culture of the university, but stated that it would have been interesting to learn more about the culture. One suggestion Scott had about networking involved having an opportunity at new faculty orientation to find out what each new faculty was there to teach and their area of focus for research. Scott discussed in great detail his networking experience while attending the new faculty orientation. He said it would have been really neat to attend social events that involved

dinner with a small group of new faculty. He thought it would have been significant to have the opportunity to go to dinner with all the new faculty at the department level and invite faculty in the department so the faculty who have already been teaching at the university could share information, resources, and ideas with each new faculty. Scott said the dinner meeting would allow time for the faculty who are already teaching at the university to share where technology and services are located on campus.

Scott said he was able to ask questions and receive clarifications about any uncertainties that he had during the orientation. He felt comfortable asking questions and it was clear who he needed to go to if he had questions. He discussed mentorships and said it would have been a wonderful opportunity for new faculty to have a mentorship and be placed with someone at the university who had been a full-time professor. He said if it was available, it was not offered to him, but he already had a mentorship with someone in his department since he just changed titles from adjunct to full-time.

Scott reflected on the breakout sessions of his orientation experience and shared he received the information needed to be an effective faculty member at the institution. He shared they did have sessions that explained how to use the learning management system, but he was very familiar with the system since he has already been using it as an adjunct faculty member. Looking at it from the perspective of someone coming into the university who is brand new, he thought the university did a good job developing the informational sessions for new faculty. He even learned some new tricks about the different functions in the learning management system that he was able to use when developing his course in the learning management system. The session that focused on how to use the learning management system was very valuable to Scott.

Scott had a few suggestions that could enhance the new faculty onboarding and orientation experience. He suggested having a faculty panel so faculty who have been teaching at the university could share insights about the students, resources, opportunities, general information about the university, and tips about teaching at the university. He shared that the open communication from the faculty panel could provide faculty with additional insights about the culture of the university and clarifications about any uncertainties or ambiguities regarding institutional policies, procedures, or expectations. Scott also suggested it would be helpful for faculty if they had the opportunity to choose more individualized/specialized training sessions since each year faculty are being onboarded with different skill sets, levels of expertise, and experiences.

Chapter Summary

This chapter provided insight into each participant's unique orientation and onboarding experience. It explored the various experiences, perceptions, successes, challenges, and growth opportunities encountered by participants being onboarded and attending orientation in their new work environment. The participants defined what onboarding and orientation meant to them and shared reflections on their orientation experience. They shared memories, and significant moments, and recalled specific activities and orientation sessions that were sufficient to their success as a new faculty member at the university. Finally, they shared specific recommendations for creating a more effective and supportive onboarding process. The next chapter establishes the specific findings and themes while answering the research questions.

Chapter V

FINDINGS

This chapter presents the results of this study's analysis. In this qualitative study involving 13 newly appointed full-time faculty participants, distinctive themes emerged that substantiated inquiries about the onboarding and orientation encounters of faculty and defended the research questions regarding faculty onboarding and orientation experiences at Georgia College & State University and Valdosta State University. The utilization of the semi-structured interviews, coupled with the diverse group of participants significantly contributed to the findings. All 13 participants were eager to be a part of the research study so they could share their stories about their new hire experience. Each participant reflected on their new faculty orientation and onboarding experience, shared the professional connections they made through the process, and discussed specific activities and events that contribute to successful onboarding. Due to the participant interviews resulting in rich and descriptive data, attempts were made to protect their identities (Seidman, 2013). Each participant was assigned a pseudonym, and only general information about their backgrounds was revealed in the study.

In this chapter, I specifically share the research discoveries and answer the research questions. This chapter is separated into five sections corresponding to the five research questions guiding this study. Below is a table that represents each of the themes established during inductive coding.

Table 1

List of Themes Used in Analysis

Theme	Description
Onboarding Process and Orientation Experience	Introduction to the organization and initial orientation
Structured Orientation Programs	Formal programs for new faculty orientation
Teaching Workshops and Technology Training	Workshops and training sessions focused on teaching skills and technology software
Inclusive Practices and Diversity Initiatives	Introduction to the university's culture and values
Fostering Belonging	Efforts to create a sense of belonging among new faculty
Support Systems and Resources	Availability of support systems and resources for new faculty
Recognition and Validation	Acknowledgment of validation of new faculty's efforts and expertise
Positive Employer Branding	Efforts to maintain a positive image as a faculty member
Challenges and Barriers	Identification and addressing of challenges and barriers that new faculty face during orientation
Mentorship and Support	Provision of mentorship and support for new faculty
Clear Expectations and Communication	Clarity in expectations and effective communication
Training and Development Opportunities	Opportunities for training and professional development
Social Integration	Integration of new faculty into social activities

RQ 1: Which onboarding and orientation practices identified in the literature did newly hired faculty experience and what is their perceived benefit of those practices?

RQ 2: What value-added connections were you able to develop during the orientation and onboarding process?

RQ 3: How do onboarding and orientation practices and relationships influence newly hired faculty's sense of belonging to their institution?

RQ 4: What are the anticipated long-term effects of a positive onboarding experience on employee retention and engagement within the institution?

RQ 5: What are the key factors that contribute to successful onboarding and reduce uncertainty among newcomers?

Findings related to Research Question 1:

The first research question states: Which onboarding and orientation practices identified in the literature did newly hired faculty experience and what is their perceived benefit of those practices?

Onboarding Process and Orientation Experience

The literature states new faculty members need direction and tools to do their jobs correctly and efficiently (Flores & Gordon, 2017). They need to know where to find things, how to look up students, how to review schedules, agendas, and whatever resources are needed to get help for students (Flores & Gordon, 2017). New faculty are more worried about getting into the learning management system (LMS) than anything else (Flores & Gordon, 2017). They need to be able to be able to adapt and transition to teaching in their new work environment, instead of spending time trying to figure out how to use the technology; therefore, they need training on how to use the technology

and new programs that are being used at the university (Flores & Gordon, 2017). New faculty desire to be successful and want support from those who have been in this field for a while already, so they need the help and tools to get there.

To efficiently be able to answer the first research question regarding the experiences and perceptions of all 13 participants from Georgia College & State University (GCSU) and Valdosta State University (VSU), I asked each of my faculty participants to define/describe onboarding, specifically for faculty, and then define/describe orientation specifically for faculty. The intent of having each explain what onboarding and orientation meant to them was to ensure they understood what each term meant and the difference between the two terms. The ability for new faculty participants to understand the difference between onboarding and orientation enables new faculty members to reflect on their integration process and share specific details about their experience more effectively and efficiently. Once the participants defined and explained what onboarding and orientation meant to them, I asked each participant to reflect on their onboarding and orientation experience and share their stories about their experience. I then asked the participant to tell me what aspects of the onboarding process worked well, and what could be improved. Following up on this question, I asked the participant to tell me what specific parts of the orientation were helpful/valuable; and then asked them to explain why they found these parts of the orientation helpful.

The most common theme for the research study was the explanation of the onboarding process and orientation experience. All 13 participants had their definitions of onboarding and orientation, but they all mentioned that onboarding is the integration process for new faculty involving the following: orientation, paperwork, access to

information, resources, training, support, protocols, human resources, and legal documents. Maggie from Georgia College & State University said, "Orientation is similar wherever you work; you go for a day or two and get overloaded with a ton of information about the system and priorities of whatever agency you're working for." All participants perceived orientation as a week-long event involving training, resources, and abundant information. However, one of the 13 participants, Kimberly from Georgia College & State University did not believe orientation was a part of the onboarding process. She mentioned there is a gap between when you accept the job, fill out the required paperwork, and then come to campus for the orientation.

Scott from Valdosta State University explained that onboarding would be the start-to-finish process, including orientation, but not all of it. Bridget from Valdosta State University said onboarding and orientation overlap because new faculty are being brought onto campus to sign paperwork, provided with tools they need to do the job, and provided them with opportunities to ask questions and see where they fit into the organization. Tommy from Georgia College & State University described orientation as an opportunity for all new faculty to come together as a cohort, get to know each other, and get acclimated to the culture and the way of teaching on the campus while learning about the history of the college. Matthew from Georgia College & State University said orientation is about getting to meet people that you might work with and just learning about the group you are joining. He said onboarding involves setting up retirement, insurance, and signing paperwork.

Structured Orientation Programs

All 13 participants positively reflected on their orientation and onboarding experience and expressed their appreciation for the individuals at the university who coordinated and hosted the new faculty orientation. Scott from Valdosta State University said the university did a good job bringing in new faculty and orienting them at orientation. He thought orientation was a good opportunity for new faculty to attend informational sessions that introduced new faculty to software used at the university. Bridget from Valdosta State University said her boss was incredibly supportive, shared valuable information, shared contact information on how to contact them, and let her know expectations. She did say her office was under construction and her admin was in a different building, but those in her building were immensely helpful. Heather from Valdosta State University said orientation gave her and other new faculty a chance to gather and support each other as a community.

Stephanie from Georgia College & State University said she was a completely new faculty member, and new to the United States, so she needed a lot of structure and information which she received during her orientation experience. She said she wanted to make sure she became familiar with the location of the university and get information about benefits, university policies, and expectations, so orientation helped her get familiar with the university. Stephanie from Georgia College & State University described her orientation and onboarding experience as an enjoyable process. Barbara from Valdosta State University said her onboarding process was a bit hectic because her offer letter was made close to the beginning of the semester to report to work, but her orientation experience went well. She did express that she felt like orientation continued through the

first year since other faculty and staff were so supportive of her and answered her questions.

David from Georgia College & State University said, "When I think of onboarding, I think of things that happen with human resources, accounts getting set up, and getting the employee registered in the systems." He views the onboarding process as a combination of orientation and anything to do with the hiring process. David recalled his experience with onboarding and orientation and shared that he remembered hearing from HR (Human Resources) about benefits, the Center for Teaching and Learning (CTL) conducted programming, and there were some discussions about transformative experiences and opportunities for transformative experiences. The most valuable and helpful experience during new faculty orientation was creating a network of other people going through the same experience and being there in the presence of other new faculty members while getting to meet them.

Kimberly from Georgia College & State University said, "I was excited about orientation because me and my husband moved to a new city, and I was excited to meet other new faculty. For me, the biggest and most exciting part of orientation was hopefully starting to create her community at Georgia College & State University." Stephanie from Georgia College & State University said the orientation and onboarding experience was helpful to her because she came from another country and was not familiar with the processes at the university. Jennifer from Georgia College & State University provided an overview of the new faculty orientation at Georgia College & State University. She explained that it was a great week, and she got to know a lot of different people who were also new to the university and teach in different departments.

Teaching Workshops and Technology Training

According to Schibik et al. (2007), new faculty need and desire information about their new surroundings. Information is typically shared in a workshop/lecture format with representatives from campus talking to new faculty members over hours, days, in some cases, through the first semester. The programs also have consistent goals that often involve exposing new faculty to the culture of the institution; providing them with information about the available programs, and services; connecting new faculty to other colleagues, and establishing expectations for new faculty regarding scholarship, teaching, and service (Schibik et al., 2007). Schikik et al. (2007) emphasize that the orientation program should allow new faculty to develop professional relationships with other university colleagues, senior faculty, and colleagues in their department. Overall, new faculty orientation should be viewed as the beginning, even before new faculty arrives on campus, and should continue well beyond the first few weeks at the university.

New faculty members from Georgia College & State University and Valdosta State University could select which sessions they wanted to attend during new faculty orientation. Ryan from Georgia College & State University emphasized there were different breakout sessions for faculty to choose from relating to engaging students and learning, syllabus design, communicating with your students, and undergraduate research. New faculty from Valdosta State University were able to choose if they wanted to attend the BlazeVIEW, the LMS overview training, or the beginning of a semester-long new faculty campus tour scavenger hunt. Maggie from Georgia College & State University attended the "Tips for Effective Teaching the First Day" and said that the

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CELT director shared some active learning techniques that she was able to use in her lessons.

Scott from Valdosta State University attended new faculty orientation for the second time at Valdosta State University since he went from a part-time to a full-time faculty member. He said he learned some new tricks during the session that he attended that focused on how to use the learning management system. Maggie from Valdosta State University attended the new faculty orientation for the second time since she taught at Valdosta State University as a part-time faculty member before being hired as a full-time faculty member. She mentioned attending the session that trained faculty on how to use the learning management system and thought it was helpful too.

All participants from both Georgia College & State University and Valdosta State University mentioned they participated in the workshop session about how to use the learning management system. The participants from Georgia College & State University and Valdosta State University found the workshop session training new faculty on how to use the learning management system helpful. Jake from Georgia College & State University mentioned he appreciated the step-by-step instructions on how to use the technology at the university. Stephanie from Georgia College & State University shared that the most valuable part of the orientation was the different training sessions available for new faculty. She found the training focusing on specific procedures and processes for new faculty a useful part of the orientation.

Ryan from Georgia College & State University talked about the breakout sessions he attended during new faculty orientation. He elaborated on the session he attended where he learned about research opportunities for students. He appreciated this session

because of his interest in helping students develop their research and research mindset. This session resonated with him because he believes research is important to the field of music education. Jake from Georgia College & State University mentioned attending some of the breakout sessions where they could select what applied to them during new faculty orientation. He said he appreciated the CTL for creating breakout sessions for new faculty to be able to attend sessions that resonated most with each new faculty.

Heather from Valdosta State University talked highly about the Center for Excellence in Learning & Teaching department (CELT). She shared that Dr. Shadix, the director of CELT, provided tips for effective teaching on the first day of face-to-face or online during her session. Dr. Shadix introduced the new faculty to CELT and explored evidence-based strategies to get classes off to a successful start, whether faculty are teaching face-to-face or online. Heather said the session was helpful and engaging. Barbara from Valdosta State University said the orientation had a lot of useful sessions. Maggie from Valdosta State University said the session led by Dr. Shadix focusing on tips for effective teaching on the first day was her favorite. She said she applied what she learned in that session to the lessons she taught during the first week of classes.

Inclusive Practices and Diversity Initiatives

Another theme related to Research Question One is inclusive practices and diversity initiatives. According to participants, both Georgia College & State University and Valdosta State University had sessions focused on diversity, equity, and inclusion to promote awareness, sensitivity, and cultural competence among faculty members. All but one of the eight participants from Georgia College & State University talked about the

Lego activity, which was the community-building experience they had that promoted

awareness, sensitivity, and cultural competence during their orientation. One of the

participants did not see value in the activity. The Lego activity was a community-building

activity, intending to bring faculty together to help new faculty integrate into the

academic community more effectively. This activity was meaningful to seven of the eight

faculty participants at Georgia College & State University. The seven participants who

enjoyed participating in the Lego building activity talked about how much they liked it

and how much fun they had working with other faculty while participating.

As each of the participants talked about the Lego activity and described the

activity, their faces lit up with excitement. I could tell how excited they were to tell me

about what they built out of Legos. I asked each participant to explain further why they

liked that activity the comradery with other new faculty and the opportunity to participate

in a low-key activity at such a stressful time. Kimberly from Georgia College & State

University said, "We're all super competitive and every team had a different strategy, so

it was interesting seeing how everybody worked together." She also said, "This was an

activity where we could work together but do something fun."

Ryan from Georgia College & State University said the Lego building activity

was like a race but was also a team-building activity that allowed new faculty to get to

know each other. He said this activity was one of the more fun things from orientation.

According to Ryan, this activity allowed him the opportunity to meet other new faculty

from different departments, which he would not have been able to do if they had

participated in this activity. Ryan said, "You know the content you have to talk about

isn't really fun content to begin with, so it's nice to have moments like this to get to know people."

Matthew from Georgia College & State University had a different outlook on the Lego activity. He said, "It would have been more helpful to have gone out in a group on campus to explore instead of standing at a table building houses out of Legos." He was looking for more of an opportunity to visit the bookstore, library, and dining hall, and find out where everything is on campus. Matthew said the groups could have visited the bookstore and then went somewhere to eat. Based on his comments during the interview, I got a sense that he desired to find out where everything is on campus since he was new to the area, would not be teaching on campus every day, but needed to know where things are located for when he is on campus.

Stephanie from Georgia College & State University had a unique perspective on the activity. She reflected on the Lego activity and shared more of an insight as to what she experienced and how she felt as a new faculty member while participating in this activity. It was clear she spent some time reflecting on her experiences and perceptions of working in groups to build something together. Stephanie said everyone in her group constructed their Lego house how they wanted to construct it, instead of following the instructions in the brochure. She shared that she wanted to follow the directions and everyone else's intent was to have fun with the pieces. During the activity, she recognized that she felt uncomfortable with the uncertainty of not constructing the Lego house exactly like the picture. This activity allowed her to see that everyone has differences, and it was very telling on how they worked together as a team.

Findings Related to Research Question 2:

The second question states: What value-added connections were you able to develop during the orientation and onboarding process?

Networking and Relationship Building

The most elaborated upon and emphasized themes that emerged were they valued the time they had networking with other new faculty, and they wanted more time to network with other new faculty during the week-long orientation. All 13 participants said that networking is important for new faculty. Each participant from Georgia College & State University (GCSU) and Valdosta State University (VSU) mentioned activities and experiences that involved networking with other new faculty. Several participants from both universities mentioned they did not feel like they had enough time to interact with other new incoming faculty members and be able to get to know them. All 13 participants capitalized on the opportunities they had to interact with others but expressed they still desired more opportunities and time. Three of the 13 participants suggested having a networking dinner or event allowing informal interactions without any scheduled informational sessions so faculty could talk to each other and share challenges and experiences.

Heather from Valdosta State University suggested facilitating more networking opportunities among new faculty around research interests specifically, as that was lacking compared to connections made around teaching interests. She said, "I like networking with other faculty members regarding teaching, especially online teaching and how to improve experiential learning during class." Heather also mentioned that networking helped her improve her teaching skills because she was brand new to full-

time teaching and her teaching experience during her PhD program was limited. Maggie from Valdosta State University suggested incorporating more opportunities for networking and making connections with other new faculty. Scott from Valdosta State University said a networking dinner would be beneficial so new faculty could collaborate, share ideas, and find out information from other new faculty.

Bridget from Valdosta State University met a few people being a part of the new faculty learning community. She said, "Networking is very important and extends farther than you think it does. It is beyond those first-degree contacts; it is so comforting to know someone that might know someone whom to contact for something." She also said, "It is not something you will be doing every single day as part of your job because you may not necessarily interact once you get focused on things you teach students; however, over time, you will know what they do, what their interests are, and whom to call when needed." Bridget shared that it was comforting to know people whom you could reach out to for different purposes.

Jennifer from Georgia College & State University expressed the desire for more opportunities for social time and time to get to know people on a personal level, rather than just a professional level. She thought it would be a benefit to new faculty to have more social and interpersonal bonding opportunities during orientation and onboarding to help build connections and relationships with colleagues. Jake from Georgia College & State University expressed it would be beneficial to provide more structured activities to facilitate networking and provide intentional networking opportunities for new faculty to meet and connect with colleagues across disciplines. Tommy from Georgia College & State University said networking is extremely critical for new faculty. He said it is more

of a challenge to network with a large group of faculty, but he reflected on his previous experiences and shared that his best experiences in getting to know the campus have been when he has been able to get to know a lot of people around campus very quickly.

Ryan from Georgia College & State University thought differently about networking after attending new faculty orientation and networking with other new faculty. He shared, "When I think of networking, I think of within the field and now I am starting to see the kind of social aspects of networking being positive." Ryan elaborated on his experience networking with others and shared that it was helpful to know people who could relate to what he is experiencing being a new faculty member and understand the type of work that he is doing is valuable. He even said that he formed professional relationships with other new faculty who taught in his department, during orientation. Since orientation, he has come to know the three faculty in his department and formed those professional relationships well.

Findings Related to Research Question 3:

The third research question states: How do onboarding and orientation practices and relationships influence newly hired faculty's sense of belonging to their institution?

Introduction to Institutional Culture

Ryan from Georgia College & State University communicated that he felt well prepared for the mission and the liberal arts mindset after attending new faculty orientation. He recalled being shown a video that focused on the values and mission at Georgia College & State University. Participants from Georgia College & State University shared that they benefited from the student panel at new faculty orientation. The group of students on the panel shared their experiences at Georgia College & State

University. Participants from Georgia College & State University shared that they had the opportunity to join the "Developing a Campus Culture of Wellness" panel to learn more about available resources as they discussed how to promote respect and inclusion, a safe and secure environment, and emotional and physical wellness.

Participants from both Georgia College & State University and Valdosta State University could ask questions if they needed clarification. Ryan from Georgia College & State University said he had plenty of opportunities to ask questions and receive clarification during orientation. He shared that he had received emails from the CTL director, and they were informative and clear. Ryan made it clear he was sure that if he had responded to any of the emails from the director, the director would have responded with answers quickly. His mentor and other faculty members on campus informed him that this is the kind of culture established at Georgia College & State University. Ryan's mentor said, that for him to feel free to ask questions, someone would be happy to help.

Fostering Belonging

All 13 participants said their new-hire experiences fostered a sense of camaraderie and contributed to their sense of belonging at the university. Kimberly from Georgia College & State University said, "I think it made the process fun, and we were able to collaborate interdisciplinary from different points of view." She also said, "It made me see that Georgia College & State University views creating a community as something really important." Kimberly shared that creating a community has always been important to her, and it was evident that Georgia College & State University fostered a sense of camaraderie and community building. Jennifer from Georgia College & State University

said she felt like she was welcomed and able to network with other faculty during orientation.

Bridget from Valdosta State University said she felt a sense of excitement to be a part of the Valdosta State University community at the "Getting to Know Valdosta State University and Each Other" reception. She especially enjoyed the "Getting to Know Valdosta State University and Each Other" session with the Valdosta State University President, cabinet, Interim Provost, and members of the Deans' Council because the new faculty got the opportunity to meet the administration at Valdosta State University. Bridget said everyone was so welcoming and seemed happy to see the group of new faculty. Heather from Valdosta State University said CELT helped her a lot about becoming a part of the academic community in terms of teaching. Tommy from Georgia College & State University said the connection with CTL has influenced his sense of belonging and contributed to his understanding of the institution's culture and values. He said, "I think it has helped me feel like I'm ready to be a part of the teaching faculty at Georgia College & State University."

Support Systems and Resources

Stephanie from Georgia College & State University mentioned receiving the new faculty checklist and said it was a valuable resource that made her transition to her role as a faculty member much smoother. Heather from Valdosta State University was thankful for the support, resources, and the workshop hosted by CELT. She appreciated getting an introduction to the learning management system, learning how to set up your courses, and how to fully take advantage of the resources the university offers to improve your teaching. Heather said she was given a handbook on how to use the learning management

system to design your course and interact with your students. She said the handbook was immensely helpful and provided her with the guidance and information needed to design her course.

Recognition and Validation

Ryan and Jake from Georgia College & State University mentioned they appreciated getting the headshot photos because it made it feel a little more real to be a faculty member at Georgia College & State University. Ryan, Jake, and Tommy from Georgia College & State University mentioned new faculty having imposter syndrome. Each of these participants said that orientation helped eliminate this feeling. Two of the three participants who mentioned imposter syndrome are new to academia and are fresh out of graduate school. Jake from Georgia College & State University indicated the experience of participating in new faculty orientation helped him feel recognized and interested in his research area. He said, "It was really nice to feel recognized because I was concerned that people were going to think differently of me because of my age and limited experience, but everyone was happy for me and asked about my research."

Findings Related to Research Question 4:

The fourth research question states: What are the anticipated long-term effects of a positive onboarding experience on employee retention and engagement within the institution?

Positive Employer Branding

Kimberly from Georgia College & State University liked having the CTL staff at the orientation to support the new faculty, and lead workshops. She said it made her not feel intimidated to reach out for help with setting up her course and learning how to use

the LMS. Kimberly said, "I know a lot of people found these sessions really helpful." She also said that it was great being able to go to sessions with people and learn from other people about their experiences in higher education.

It appeared that several participants from Georgia College & State University found the faculty panel to be beneficial to their orientation experience. Kimberly from Georgia College & State University mentioned she liked the faculty panel discussion consisting of faculty members who were new to the university the preceding academic year. She said she liked the opportunity to ask questions and hear their perspectives and the different tips they shared. Jennifer from Georgia College & State University also mentioned she liked the faculty panel and said it was interesting to hear from people who went through the same experience of being onboarded and oriented to a university just one year prior. Stephanie from Georgia College & State University said she thinks the most valuable part of her orientation experience was the faculty panel, and said she felt a sense of excitement about joining the university and hearing about the different innovative activities. She liked hearing about the different experiences they had thus far while teaching at Georgia College & State University.

Matthew from Georgia College & State University found the faculty panel to be an effective opportunity. He said, "The faculty on the panel gave some insight about the kind of students we have and the culture of the campus." He did say some of them were not directly relevant to him since he teaches online graduate students, but he remembers gaining some insights from faculty on what to expect from students in the classroom.

In addition, a few new faculty participants from Georgia College & State University shared that they benefited from the student panel during orientation. A select

handful of students attended the new faculty orientation and talked about their experiences on campus. Jennifer from Georgia College & State University said she remembered students coming to orientation and sharing what they liked for professors to do and not to do. Stephanie from Georgia College & State University said her encounter with CTL and the institution was very positive. She liked having the ability to choose whichever session she wanted to attend, which contributed to her overall outlook on her new role as a faculty member at the university. The individualized and specialized workshops were very helpful and allowed her to see the big picture of all the little things that needed to be done to be prepared to teach at the university.

Challenges and Barriers

Overall, there were a few challenges and barriers faced by all 13 participants. Barbara from Valdosta State University faced some challenges while being onboarded and participating in orientation because she was hired right before the new faculty orientation. She had a challenging time trying to access the systems at Regional State College since she did not have the credentials for her email and learning management system account. Once she obtained access to the system, she had a wonderful experience. Maggie from Regional State College said she did not have any challenges or barriers. She said this was her second time going through the new faculty orientation since she transitioned from a limited-term lecturer to full-time faculty at Regional State College.

Jennifer from Georgia College & State University had a challenging time setting up her benefits because her name mixed up with another individual in the system who had the same name in, but she informed me that everyone was so supportive and helpful

to get this mistake taken care of for her. Matthew from Georgia College & State University, was an employee at another University System of Georgia (USG) institution, and a recent retiree, so he had a challenging time with benefits and logging into the system, but other than challenges with benefits and credentials, he was able to get this issue resolved and participate in new faculty orientation. Matthew from Georgia College & State University did say many days went by before this issue was resolved, but he believed this was anyone's fault, just an issue due to his recent employment status. He said this issue made it difficult to focus on what was going on during orientation.

Tommy from Georgia College & State University indicated that his start date was not correct and he and his boss had to work with human resources to get everything sorted out at the last minute. He was onboarded by human resources in June of 2022 and attended new faculty orientation in August of 2022. Stephanie discussed the challenge of moving, getting settled into a different city, figuring out where everything is located, receiving a lot of information at once, and socializing all at the same time.

<div align="center">Findings Related to Research Question 5:</div>

The fifth research question states: What are the key factors that contribute to successful onboarding and reduce uncertainty among newcomers?

<div align="center">*Mentorship and Support*</div>

One of the most dominant themes was the desire to have faculty mentors. Kimberly from Georgia College & State University said "I honestly think, the more opportunities to meet people who have gone through the process and are willing to help the better. She said she likes to keep growing her network. Several participants mentioned they had unofficial mentors, but not all participants had mentors. According to

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research, mentors are needed to make sure they are on the right path and who can be there when they need help (Flores & Gordon, 2017). Faculty just need advice and support from those who have been traveling this road already (Flores & Gordon, 2017).

Bridget from Valdosta State University shared she had a mentor assigned to her later in the fall semester, after the orientation, and she found it to be helpful. Maggie from Valdosta State University said her department chair was her mentor, and she had a good working relationship with him. Heather from Valdosta State University said the mentorship program was one of the most valuable parts of the orientation. She connected with her mentor during orientation and ended up scheduling monthly meetings with her mentor. Heather expressed that orientation provided her and her mentor a good starting point to plan their long-term interaction.

Jennifer from Georgia College & State University had an unofficial mentor from her department, who teaches the same classes that she teaches. She also formed connections with several faculty members who served as informal mentors, but she mentioned that it would be helpful to faculty for each to be paired with a faculty member from another department. Kimberly from Georgia College & State University connected with a faculty member in her department who teaches the same classes, and she ended up unofficially becoming her mentor. Kimberly said she would recommend a mentorship program because about half of the new faculty she talked to at Georgia College & State University did not have a mentor, nor did they have anyone in their department who has reached out and offered to help them.

Ryan from Georgia College & State University mentioned that his department chair assigned him a mentor, and he attended a mentor and mentees luncheon, where he

had the opportunity to discuss potential research opportunities with his mentor. He indicated that he meets with his mentor regularly and his mentor has helped him set up a social network to help him get to know others on campus.

Clear Expectations and Communication

All 13 participants said they were adequately informed about policies, procedures, and expectations. Several participants mentioned they go to their department head for information or when they have questions. Barbara from Valdosta State University indicated that she appreciated Public Safety, Valdosta State University's campus police being at orientation and sharing information on how to contact them if needed. Heather from Valdosta State University said, "The level of communication and transparency during her orientation and onboarding experience was excellent."

Matthew from Georgia College & State University said he felt like the communication was clear and he was adequately informed about policies, procedures, and expectations. He shared that he received several handbooks at the orientation and learned about the CTL at Georgia College & State University. Matthew also said there are multiple avenues depending on what the issue is and said he knew he could contact CTL and they would answer his questions if he had any. Jake from Georgia College & State University said open communication helped reduce uncertainties and provided him with a clearer understanding of his role so he never felt stressed. He said, "I always felt like I knew where to find the answers, and know the people to contact, and that these people would get back quickly."

Ryan from Georgia College & State University recognized that he had access to information for faculty and staff during his onboarding experience. He remembered

getting a handbook that had policies and procedures and general information about policies and procedures that impact faculty and support faculty. Bridget from Valdosta State University said the level of communication and transparency during her orientation and onboarding experience was clear. Maggie from Valdosta State University said she was adequately informed about policies, procedures, and expectations.

Training and Development Opportunities

Ryan from Georgia College & State University attended a training session focusing on undergraduate research. During the undergraduate research session, he received information about what was available for students, how professors could help students get funding for conferences, and locate research opportunities. He said the session focusing on undergraduate research provided him with insights into the institution, support systems, resources, and policies. This session stuck out to him because of the amount of support that exists for student research, especially undergraduate research.

Stephanie from Georgia College & State University said, "The innovative activities that were put into place at new faculty orientation were very helpful." She said this experience was helpful because she is from a different country and was not familiar with any of those processes. Stephanie also shared this was her first job experience, therefore the training on legal issues and processes that she needed to complete before the semester started was helpful. The USG ethics training was helpful for Stephanie because she learned information about her roles and expectations as a faculty member.

Social Integration

Social integration was an important theme in this research study. Several participants mentioned the desire for social interactions and opportunities to foster a sense of belonging among new hires. Participants emphasized that opportunities for social integration could help them build relationships with their colleagues and feel more comfortable in their new work environment. Heather from Valdosta State University said, "I think the orientation is a good opportunity for us to socialize with other new faculty members." She said orientation gave the group a chance to gather and support each other as a community. Heather from Valdosta State University expressed that new faculty could share some common concerns and problems that they were each experiencing as a new faculty member.

Ryan from Georgia College & State University said he was able to engage in collaborative activities and discussions with other new faculty. He talked about icebreakers and how they helped get the conversations started. Matthew from Georgia College & State University reflected on the "Getting to Know You" icebreaker activity and expressed that it was a fun and interesting activity, that fostered a sense of camaraderie, but he did not find it valuable or helpful. Matthew indicated that he teaches online classes, so he does not see any of the new faculty like he would if he were teaching in person.

Overall, the interviews with the faculty participants made it clear that new faculty orientation programs are important introductions to an academic community and create a particular climate and culture in the workplace. The information shared by participants illustrated what is currently being done to orient and onboard new faculty at Georgia

College & State University and Valdosta State University. All faculty participants provided answers consistent with the absolute need for a quality orientation program for new faculty. They were very intentional about describing their experiences and sharing what they enjoyed about the orientation. Each participant shared specific information they received during orientation and discussed their personal experience with the onboarding and orientation process.

Chapter Summary

This chapter shared the research findings for each research question regarding the perceived experiences of each faculty who participated in this research study. Exploring the experiences, preferences, and interpretations of each faculty who participated in the onboarding and orientation experience framed the overall insights of the faculty participants. Each participant opened up about their experience, deeply reflected on their onboarding experiences, and provided detailed information about their experiences. All 13 participants shared their emotions, experiences, and expectations they had during their experiences. The majority of the participants were thrilled with their experiences, talked highly about their experiences, and shared how important new faculty orientation means to them.

A positive rapport between the faculty and the CTL and CELT at both Georgia College & State University and Valdosta State University was developed during new faculty orientation. Several participants shared they were excited to see the staff from the CTL and CELT at new faculty orientation. The staff from CTL and CELT shared important information with faculty on how to use the LMS, which several participants noted in their interviews. Participants from Georgia College & State University and

Valdosta State University said having the CTL and CELT departments at the orientation made it easier for each of them to feel confident about knowing who to call when they need support.

Finally, the interviews of the faculty participants shed much light on the importance and impact that onboarding and orientation programs have on faculty success, sense of belonging, and retention. All 13 participants shared their appreciation for the networking opportunities and the time that they had with other new faculty in their group. They each expressed that more networking could allow them to be successful at the university. The participants from Georgia College & State University and Valdosta State University were grateful for the welcoming environment, support from the administration, and training opportunities. Through these interviews, we can determine that there are several benefits to integrating a structured onboarding and orientation for new faculty teaching in higher education.

Chapter VI

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

Through my experience working in the Center for Teaching and Learning, at Georgia College & State University, I have supported faculty and worked with members at the university to organize and host new faculty orientation and professional development opportunities for new faculty. I have desired to learn more about the onboarding and orientation process, as well as what faculty experience while they are going through the process. Learning more about this process has allowed me to identify potential areas where additional assistance may be beneficial. The knowledge and feedback I gained from this study, can inform continuous improvement efforts, enabling the Centers for Teaching and Learning and The Centers for Excellence in Teaching and Learning as well as other stakeholders to refine and enhance the orientation process over time. Learning more about orientation and onboarding has provided opportunities for collaboration among Georgia College & State University and Valdosta State University.

Summary of Study

This study explored the perceptions and experiences of 13 newly hired faculty in higher education from Georgia College & State University and Valdosta State University. The participants provided insights about their lived experiences while they attended new faculty orientation at their new university. The discoveries from this study were stories captured from the lived experiences of the newly hired faculty. Each participant shared specific orientation activities, interactions, connections, common challenges, communication methods, and trainings, that they had during orientation. The participants had different levels of experience with teaching in higher education.

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The qualitative research method was used since I was interested in understanding interpretations from individuals who participated in the onboarding and orientation program. The idea of conducting a qualitative research study was to understand and make sense of phenomena from the participant's perspective (Merriam, 2022). I used the narrative inquiry approach so I could seek to understand and share the lived experiences of each participant. The narrative inquiry approach is reputed to be the best qualitative approach for capturing detailed stories of life experiences of single individuals and small groups (Ary et al., 2019). The narrative approach made it possible for me as the researcher to listen to personal experiences, insights, and suggestions on what new faculty orientation and onboarding programs should do to be effective.

The faculty narratives provided the context and in-depth perspectives into the value that new faculty saw in the orientation program and the structure that made the program valuable. All 13 participants shared previous orientation and onboarding programs that they each participated in and reflected on how each program contributed to their sense of belonging and success at the institution or organization. Each participant shared detailed responses to the semi-structured interview questions. The semi-structured approach allowed me to be more flexible with the interview questions. I was able to probe strategy to get more detail from participants and motivate them to provide more information.

The interviews required a great deal of time to conduct and summarize. I spent two weeks conducting 60-minute interviews with all 13 participants. The goal for each of the interviews was to empower each participant to tell their own story about their onboarding and orientation experience. In between each of the interviews, I analyzed the

transcriptions and summarized each of the interviews. I used the member-check method to share interview transcripts and summarize with each of the participants to ensure data accuracy, provide participants with opportunities to clarify their responses, and reinforce the validity and authenticity of the qualitative research results. Before conducting each of the interviews, the participants were informed the interviews would be recorded and pseudonyms would be used in the study to protect their identities.

Restatement of the Problem and Research Questions

As stated in Chapter I, starting a new job can be a challenging task, not to mention the number of challenges that an individual faces as they make the transition to working in a new environment. College faculty must be prepared to meet the many challenges facing community college learners as these students prepare for the workforce (Lane, 2018). Some faculty are new to higher education, and some of the things one can and cannot do in higher education are so very different than what one can do in other settings (Flores & Gordon, 2017). An unsuccessful onboarding experience in academia can result in new faculty members not fitting in well with the organization's culture, lacking an understanding of organizational goals, having unrealistic expectations, and the inability to build relationships (Baker & DiPiro, 2019). Orientation sessions should be designed to provide opportunities for growth, development, socialization, and minimize uncertainty and doubt among new faculty.

According to the literature, there is a need for support and information from the very beginning (Flores & Gordon, 2017). Starting a new career, at a new place can be both exciting and stressful (Flores & Gordon, 2017). Individuals who have worked in the field of orientation, whether for new students or employees have argued that the initial

orientation experience sets the tone for the individual and is extremely important for creating a culture of support, retention, morale, and productivity (Miller, 2021). Since new faculty members are so critical to institutional behavior, their development is of paramount concern to senior institutional leaders (Miller, 2021). There is minimal literature focusing on the structured onboarding process for faculty members (Baker & DiPiro, 2019).

<center>Sense of Belonging</center>

Sense of belonging has been examined in higher education primarily regarding college students (Strayhorn, 2018; Winden, 2023), but the results of this study indicate its importance to faculty as well. Strayhorn, (2018), indicates that a sense of belonging is relational, and thus there's a reciprocal quality to relationships that provide a sense of belonging. Sense of belonging refers to perceived social support on campus, a feeling or sensation of connectedness, and the experience of belonging or feeling cared about, accepted, respected, and valued by the campus community (Strayhorn, 2018). Winden, (2023), conducted a qualitative research study similar to this research study and discovered that a strong sense of belonging is linked to basic needs being met, such as safety, acceptance, and access to human rights. The study conducted by Winden, (2023) with students revealed that first-year opportunities, such as mentorship, efficient communication of available resources, and avenues for connecting with peers in academic departments, may also benefit students.

This research study, conducted with faculty, indicated the same results concerning a sense of belonging, the participants shared what it is like for newcomers to feel socially accepted by their peers and provided the support, training, and information needed to be

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successfully onboarded and content with the decision they made to join the institution. Each participant shared insights as to what helped them feel a sense of belonging during their onboarding and orientation experience. The results indicated that the campus climate, including inclusivity, equity, representation, and safety were contributing factors to an optimal feeling of connectedness among the new faculty. Additionally, the results of this research study emphasized the importance of meeting basic needs for new faculty to feel welcomed and valued.

In efforts to address the gaps listed above, this study explored the following questions with participants:

(RQ 1) Which onboarding and orientation practices identified in the literature did newly hired faculty experience and what is their perceived benefit of those practices?

(RQ 2) What value-added connections were you able to develop during the orientation and onboarding process?

(RQ 3) How do onboarding and orientation practices and relationships influence newly hired faculty's sense of belonging to their institution?

(RQ 4) What are the anticipated long-term effects of a positive onboarding experience on employee retention and engagement within the institution?

(RQ 5) What are the key factors that contribute to successful onboarding and reduce uncertainty among newcomers?

These research questions provided a broad context for discussing the significance of the structured onboarding and orientation program at Georgia College & State University and Valdosta State University.

Summary of Methods

I chose to use the qualitative research approach to collect data and a general inductive approach for data analysis of the study. I chose the inductive approach when analyzing the transcripts to draw general conclusions based on each participant's responses to the interview questions. The inductive approach allowed me as the researcher to immerse myself in the data to gain a rich understanding of perceptions and insights. The primary approach to collecting data for this research study was through the narrative inquiry approach. I used this approach to collect stories and understand perceptions of newly hired faculty who went through the onboarding and orientation process at the selected schools. I selected the thematic analysis as the data analysis approach to explore recurring themes across different narratives and compare the themes to the research on onboarding and orientation.

Data was collected through comprehensive and detailed semi-structured interviews with newly hired faculty (within the 2022-2023 academic year), at Georgia College & State University and Valdosta State University. Each participant participated in one 60-minute interview that was recorded and transcribed in Microsoft Teams. The interview questions were developed to answer the five research questions established before conducting the study. The participants responded to open-ended interview questions to capture authentic representations of personal experiences.

Discussion of Findings

The purpose of this section is to discuss the findings as they relate to onboarding and orientation. The findings aim to help teaching center directors, teaching center staff, hiring managers, and individuals who are involved in the new hire and orientation

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optimize the integration process, support faculty success, and contribute to the overall excellence and reputation of the university. All gathered data, encompassing the narratives in Chapter IV, and the findings in Chapter V, aligned to answering all five of the research questions. The need to help new employees transition into a new work environment was well-recognized by the participants in the study. The results of this study seem to confirm what the research reported about the connection between organizational socialization, uncertainty reduction, and the induction of new employees.

The findings indicate that new faculty thrive on opportunities to connect with others and are retained by fostering a sense of belonging, connectedness, and commitment to the university. These results provide a starting point that can be used to inform universities as they address the challenges of attracting and keeping new faculty amid increasing awareness of this new generation of learners who are entering higher education. Based on feedback from participants, a structured process for managing the onboarding process appeared to improve the experience for new faculty members. However, the opportunity for improvement in onboarding was identified during conversations with each participant during the interview. All 13 participants expressed that they wanted more opportunities for networking and casual interactions among the group of new faculty.

The findings in regards to mentorship aligned with the literature and were similar to the results Bowman et al., (2018) obtained while conducting a study on perceptions of employer socialization. Bowman et al., (2018) found that informal conversations between colleagues had greater benefits and were more impactful to participants. The feedback from the participants in my study supported the research regarding mentors and the many

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benefits there are for new faculty to have mentors. It was clear that new faculty want

mentors to ensure that they are on the right path and have someone to guide them if

needed. The participants explained the many benefits mentors can facilitate for

supporting professional development, emotional support, building networks, and

navigating the institution.

Implications for Practice

The ultimate goal of this project was to investigate onboarding and orientation

experiences in higher education and the effects that it has on employment retention,

satisfaction, and success. I analyzed the onboarding and orientation programs at Georgia

College & State University and Valdosta State University to see how both universities

onboard and orient their new faculty. I wanted to get a basic understanding of the types

of activities, sessions, resources, and opportunities both schools had for faculty and if the

new faculty found the programs to be beneficial to faculty. My goal was to gain deeper

insight into the experiences of new faculty members during the hiring process and

explore their suggestions for enhancing the overall experience for incoming new faculty.

Nine of the 13 participants wanted more social time and time to network with

other new faculty. David from Georgia College & State University suggested a

networking dinner event allowing informal interactions without any scheduled sessions.

Jennifer from Georgia College & State University suggests having more opportunities

for social time to get to know people on a personal level, rather than just a professional

level. She discussed having more get-to-know-you activities and opportunities to

collaborate with other new faculty where they can collaborate to share where each other

came from and help build connections and relationships with colleagues. Jake from

Georgia College & State University mentioned providing more intentional and structured networking opportunities to facilitate more networking for new faculty to meet and connect with colleagues across disciplines. Jake emphasized that making connections was the most valuable part of orientation for him.

Kimberly from Georgia College & State University suggested having opportunities for faculty to meet and connect with faculty from other departments. She came up with the idea of creating a non-judgmental environment for engaging with others. Stephanie from Georgia College & State University had the idea for more networking. She suggested more networking because it's a way in which new faculty can discover other areas to collaborate. Stephanie mentioned hosting happy hours throughout the semester for new faculty to connect, and get to know the places in town to go for food, groceries, etc.

Jennifer from Georgia College & State University would like to see more opportunities for social time to get to know people on a personal level rather than just a professional level. She suggested having more social and interpersonal bonding opportunities during orientation and onboarding to help build connections and relationships with colleagues. Matthew from Georgia College & State University suggested providing more opportunities for new faculty to connect and explore the physical campus, especially key places like the library. He also suggested offering more interaction with physical campus resources, experienced faculty, and the online teaching environment were highlighted as areas for improvement. Matthew said having some experienced faculty from each college/department participate to share insider tips that they have learned from being new in the past would be beneficial for new faculty.

Maggie from Valdosta State University suggested incorporating more opportunities for networking and making connections with other new faculty. She said the networking opportunities could include an informal meet and greet event for new faculty. Scott from Valdosta State University had the idea to host group dinners so more social events and networking opportunities for new faculty to get to know each other. Heather from Valdosta State University mentioned facilitating more networking opportunities among new faculty around research interests, specifically as that was lacking compared to teaching interests.

Kimberly from Georgia College & State University suggested having mentors within the new faculty member's college and outside the college/across the university to get a range of perspectives. Scott from Valdosta State University suggested having mentoring opportunities where new faculty are paired with more experienced faculty. Heather from Valdosta State University suggested continuing the effective components like the mentor matching program and group discussions. In summary, having an assigned mentor has been seen as a valuable part of orientation that continued beyond the initial onboarding period.

Several participants from Georgia College & State University and Valdosta State University were overwhelmed by having to make decisions about benefits the first week of orientation. Maggie from Valdosta State University suggested moving the benefits and retirement planning session to a later date in August. She said, "This would allow new faculty more time to process the information and make decisions when it's not as hectic". Barbara from Valdosta State University said it would be beneficial to have an enhanced coordination between HR and the hiring manager and department chair to align timelines,

and clear communication. Kimberly from Georgia College & State University suggested providing more time before having to decide on retirement plans.

Two of the participants from Valdosta State University were newly hired faculty who worked part-time with Valdosta State University before joining the university as a full-time faculty member. They both expressed that they benefited from participating in the orientation and said that some of the sessions were beneficial reminders. Maggie from Valdosta State University was one of the faculty who participated in new faculty orientation at Valdosta State University for the second time. She suggested considering options for an alternative format for returning faculty that provides both new and more advanced information.

<div align="center">Suggestions for Further Research</div>

Given the lack of literature regarding a structured onboarding process in the academic setting, additional research is necessary to find out what other universities are doing to onboard their faculty. Although this was a small qualitative study, it showcased a comprehensive picture of the onboarding and orientation experience of the participants who participated in the study. This study consisted of two universities, but a larger study could be done among several if not all universities in the University System of Georgia to analyze how employees are onboarded and oriented across the USG. Researchers could conduct a more in-depth comparative analysis of faculty perceptions, experiences, and challenges across multiple universities within the University System of Georgia. The information from a comparative analysis across institutions could provide insights into how differences among universities shape faculty experiences and outcomes.

Researchers could conduct more of a longitudinal study and explore changes in faculty experiences and perceptions over time by tracking faculty experiences at different stages of their careers or during segments of institutional change. A longitudinal study could shed light on valuable insights into trends and patterns. A policy analysis could be conducted to explore the impacts that institutional policies and practices have on faculty experiences and outcomes. This type of study would consist of analyzing institutional policies related to hiring, tenure, promotion, workload, and professional development. In efforts to carry out a policy analysis, an assessment of the institution's implications for faculty diversity, equity, and inclusion would be carried out.

Comparative Studies can be conducted to compare the experiences of faculty and institutional practices within the University System of Georgia (USG) to those who are in other university systems or higher educational contexts. This type of analysis could help discover promising practices, challenges, and opportunities to improve the onboarding and orientation experience. Researchers could take a completely different approach and conduct a quantitative analysis to complement the qualitative findings to quantify and validate specific patterns revealed in the qualitative data. This type of study would result in surveying a larger sample of faculty members or using institutional data to analyze correlations and trends. The benefit of conducting this type of study would be to collect a wide range of data among a large population.

Due to the influx of part-time, adjunct faculty at institutions, it would be beneficial to conduct a study focusing primarily on faculty who are not full-time. The study focusing on part-time faculty only, would identify needs, benefits, and possible desires for an orientation program and an onboarding experience for those newly hired

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faculty who are not full-time faculty. The adjunct faculty population consists of faculty who teach online and face-to-face, so it would be insightful to collect data on faculty who are newly hired part-time faculty. Results from the study could lead to information on how new faculty orientation and onboarding programs could be developed to enhance the experience of part-time faculty and retain part-time faculty.

An additional study could be conducted at a small community college or technical college to see how smaller schools onboard and orient their new faculty to their university. Research could be done to assess the knowledge, skills, and perceptions of faculty who are supporting students at a technical college to gain valuable insights into effective strategies for onboarding. This study could analyze how orientation programs can introduce new faculty to existing research opportunities, initiatives, and interdisciplinary collaborations within the college. All in all, research focusing on faculty onboarding at a small community or technical college can provide valuable insights into effective support mechanisms, training methods, and professional development opportunities.

Conclusion

The current study has highlighted the perceptions, experiences, and challenges of new faculty at Georgia College & State University, a liberal arts university, and Valdosta State University, a comprehensive university. While each participant had their own experiences, several of these participants had similar experiences, perceptions, and insights into the benefits of having a structured onboarding and orientation program. Each participant had their suggestions for improving the onboarding and orientation

experience. The themes in the research data emerged from each interview transcript. Each theme was relevant to each participant's experiences and suggestions for enhancement.

This research study provided rich data that can be used to justify why a structured onboarding and orientation experience is necessary and beneficial for retention and success. The information gathered had an emphasis on organizational socialization theory and the uncertainty reduction theory. I hoped that this research would provide some insight into the benefits of structured onboarding and orientation programs so the benefits and suggestions for enhancement could be shared with other universities in the University System of Georgia. The data confirmed the need for structured orientation and onboarding programs for newly hired faculty. The data was relevant to the literature on orientation and onboarding and revealed that future studies would be beneficial.

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APPENDIX A

CTL Director Email to Faculty

Subject: Request for Assistance in Recruiting New Faculty for Research Study

Dear [Dr. Landau] [Dr. Berger],

I hope this email finds you well. I am writing to seek your assistance in recruiting participants for my research study, which focuses on exploring the perceptions and experiences of newly hired faculty during the process of integrating each of them into their perspective universities. This study addresses the importance of the orientation and onboarding process. Throughout the study, I will interview faculty who participated in the new hire events in 2022 to learn about their orientation and onboarding experience and to determine how their experiences relate to employee retention, satisfaction, and success. Your support in reaching out to the new faculty members who participated in the 2022 new faculty orientation would be invaluable.

I understand that you have a strong connection with this group of faculty members and their contact information. I would appreciate it if you could help facilitate the following:

- Send an initial email to the new faculty members from last year who participated in the new faculty orientation, introducing my research study and its objectives.

- Inquire whether they would be interested in participating in the study and provide them with essential information about what their involvement would entail.

- If they express interest, kindly forward their contact details to me or ask for their permission to share their contact information with me, so I can reach out to them directly.

I believe that your involvement in this process will greatly enhance the chances of successful recruitment, your support would be instrumental in ensuring the success of

my research study. "I'm grateful for your support. You are instrumental in ensuring the success of my research study, which could help new faculty in the future. Please reach out with any questions or concerns. Your contribution to my research would be greatly appreciated.

Thank you in advance for your assistance, and I hope to hear from you soon.

Sincerely,

Jaclyn Queen

Email: jaqueen@valdosta.edu

Phone: 404-580-0206

APPENDIX B

Interview Questions

Interview Questions

1. How do you define/describe onboarding, specifically for faculty?

2. How do you define/describe orientation, specifically for faculty?

3. Please describe your experience with the orientation and onboarding process as a new faculty member in this institution.

    a. What aspects of the onboarding process worked well, and what could be improved?

        i.   What specific parts of the orientation were valuable/helpful?

        ii.   Why did you find these parts of the orientation helpful?

4. Think back to a memorable interaction or connection you formed during your orientation.
    a. How did that encounter contribute to your sense of belonging and integration into the academic community?
        i.   How has it impacted your professional identity within the institution?
        ii.   How important do you think networking is for new faculty members?
    b. Did you have opportunities to establish professional relationships and network with colleagues and other faculty members during orientation?

5. Reflecting on your orientation experience, can you describe a moment when you felt a sense of excitement or anticipation about joining this institution?
    a. What were the circumstances surrounding that moment, and how did it contribute to your overall outlook on your new role?
        i.   Could you describe specific activities and opportunities employed by the institution during your onboarding that you found particularly effective in facilitating your integration into the academic community?
          a. Which were helpful/valuable?
          b. If so, why do you think they were valuable/helpful?

        ii.   Have you previously experienced any beneficial onboarding activities at other institutions that you feel GEORGIA COLLEGE & STATE UNIVERSITY or GEORGIA COLLEGE & STATE UNIVERSITY should consider?
          a.   Were there any processes that were not valuable/helpful?

b. If so, why do you think they were not valuable/helpful?

6. How would you describe the level of communication and transparency during your orientation and onboarding experience?
   a. Were you adequately informed about policies, procedures, and expectations?

7. Share a story about a memorable interaction or relationship you formed during your orientation that has continued to shape your professional journey.
   a. How has that connection influenced your sense of belonging and contribution to your understanding of the institution's culture and values?

8. Reflect on a situation during your orientation when you had the opportunity to ask questions and receive clarifications about any uncertainties or ambiguities you had regarding institutional policies, procedures, or expectations.
   a. How did those collaborative experiences help to reduce uncertainties about potential interdisciplinary collaborations or opportunities for research and teaching partnerships?

9. Can you recall a situation during your orientation where you were able to engage in collaborative activities or discussions with other new faculty members?
   a. How did those collaborative experiences help to reduce uncertainties about potential interdisciplinary collaborations or opportunities for research and teaching partnerships?

10. Describe a specific orientation session or workshop that provided you with insights into the institution's support systems, resources, or policies.
    a. How did that information help to reduce uncertainties about where to seek help or how to navigate specific challenges?
       i. In what ways did it contribute to your overall confidence and sense of security?

11. Share a story about a moment during your orientation when you felt that your contributions and expertise were recognized and appreciated by your colleagues or mentors.
    a. How did that recognition shape your confidence and sense of belonging within the academic community?

12. Reflect on a time during your orientation when you had the opportunity to engage in collaborative activities or projects with other new faculty members.
    a. How did those experiences foster a sense of camaraderie and shared purpose, and how have they continued to contribute to your sense of belonging in your ongoing work?

13. What kind of information did you receive to understand the institution's mission, values, and culture?

a. Did you find it sufficient, or do you believe there should be additional emphasis on certain areas?

14. Reflecting on your orientation, share a story or moment from your orientation that exemplifies the institution's values or mission.
    a. How did that experience align with your own values and aspirations as an educator?

15. In what ways did your orientation experience provide you with the information you needed in order to be an effective faculty member at your institution?
    a. How did that experience resonate with your own values and contribute to your understanding of creating an inclusive learning environment?
    b. Did you feel like the information was provided in a variety of ways?

16. Can you share any challenges or barriers you encountered during your orientation and onboarding experience?
    a. How did you overcome them, and what support did you receive from the institution?

17. Think about a time when you faced a significant hurdle or obstacle during your orientation.
    a. How did you overcome it, and what did you learn from that experience that has helped shape your resilience as a faculty member?

18. If you could make recommendations to improve the onboarding experience for future support systems that you believe should be implemented or enhanced?

APPENDIX C

IRB Consent Documentation

You are being asked to participate in an interview as part of a research study entitled *"Investigating Onboarding and Orientation Experiences in Higher Education and the Effects that it has on Employee Retention, Satisfaction, and Success",* which is being conducted by *<Jaclyn Queen>, a <student>* at Georgia College & State University. The purpose of the study is to *explore the perceptions and experiences of newly hired faculty during the process of integrating each of them into their perspective universities and familiarizing them with the culture at the university*. You will receive no direct benefits from participating in this research study. However, your responses may help us learn more about *<the following: effectiveness of the onboarding and orientation process, perceived institutional support, expectations, barrier and challenges, and suggestions for improvement>*. There are no foreseeable risks involved in participating in this study other than those encountered in day-to-day life. Participation should take approximately *<60 minutes/1 hour.* The interview will be audio recorded to capture your concerns, opinions, and ideas. Once the interview recording has been transcribed, the recording will be deleted from recording devices. **This research study and your participation will be kept confidential.** Your identifiable information will be replaced with a pseudonym in publications or presentations*.* No one, including the researcher, will associate your responses with your identity. Your participation is voluntary. You may choose not to participate, to stop responding, or to skip questions you do not want to answer. You must be at least 18 years of age to participate in this study. Your participation in the interview serves as your voluntary agreement to participate in this research project and your certification that you are 18 years of age or older.

Questions regarding the purpose or procedures of the research should be directed to *<Jaclyn Queen* at *jaqueen@valdosta.edu>*. This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-253-2947 or irb@valdosta.edu.

APPENDIX D

Institutional Review Board (IRB) Protocol Exemption Report Approval

Institutional Review Board (IRB)
for the Protection of Human Research Participants

PROTOCOL EXEMPTION REPORT

Protocol Number: 04432-2023

Responsible Researcher: Jaclyn Queen

Supervising Faculty: Dr. Jamie Workman

Co-Investigator: n/a

Project Title: *Investigating Onboarding and Orientation Experiences in Higher Education and the Effects that it has on Employee Retention, Satisfaction, and Success.*

INSTITUTIONAL REVIEW BOARD DETERMINATION:

This research protocol is **exempt** from Institutional Review Board (IRB) oversight under 45 CFR 46.101(b) of the federal regulations, **category 2**. If the nature of the research changes such that exemption criteria no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research study.

ADDITIONAL COMMENTS:

- *This research protocol is authorized to begin immediately (**10.06.2023**) at Georgia College & State University.*

- *Exempt protocol guidelines **permit** the recording of interview sessions provided recordings are made to create an accurate transcript. Exempt guidelines **prohibit** the collection, storage, and/or sharing of recordings. Upon creation of the transcript, the recorded interview session must be deleted immediately from recording and storage devices.*

- *As part of the informed consent process, recordings must include the researcher reading aloud the consent statement, confirming participant understanding, and establishing their willingness to take part in the interview. Participants must be provided with a copy of the research statement.*

- *To ensure confidentiality of participants, pseudonym lists must be kept in a separate secure file from corresponding name lists., email addresses, etc.*

- *Upon completion of the research study, collected data must be securely maintained and accessible only by the researcher(s) for a minimum of 3 years. At the end of the required time, collected data must be permanently destroyed.*

  ☒ *Please submit any documents you revise to the IRB Administrator at tmwright@valdosta.edu to ensure an updated record of your exemption.*

Elizabeth W. Olphie   08.28.2023

Elizabeth W. Olphie, IRB Administrator   Date

Thank you for submitting an IRB application.
Please direct questions to irb@valdosta.edu or 229-259-5045.

Revised: 06.02.16

APPENDIX E

Participant Recruitment Email to Directors for New Faculty

Greetings Valdosta State University colleagues who were "new faculty" last year,

There's light at the end of the tunnel with the end of this semester, so maybe you've got a little time to chat with Jaclyn in the next few weeks before winter break…

On behalf of Jaclyn Queen, a doctoral candidate at Valdosta State University, I'm reaching out to extend an invitation to participate in a voluntary research study regarding your orientation and onboarding experience as new faculty last year. This study is being conducted by Jaclyn. While completing her doctorate in Educational Leadership at GEORGIA COLLEGE & STATE UNIVERSITY, she currently works as an Instructional Designer at Georgia College & State University.

Purpose of study: To gather personal narratives, perceptions, and stories about your orientation and onboarding experience. This study will further extend research on the significance of onboarding, new faculty orientation and how onboarding affects faculty retention, satisfaction, and success at universities.

Seeking: Full-time faculty who participated in New Faculty Orientation during the 2022 academic year.

Research Method: Narrative Inquiry- one-on-one interviews with faculty.

Duration: Approximately 60 minutes for a one-on-one interview.

Procedure: Participation will require one 60-minute, one-on-one interview via video conference to provide insights on orientation and onboarding experiences. Interviews will be conducted during the Fall 2023 semester and Spring 2024 semester via video conference.

Learn more about this research study: Your participation in the study will involve a 60-minute one-on-one interview via video conference conducted by Jaclyn Queen, at a time that is convenient for you. All information shared during the interview will be confidential. If you are interested in participating, contact Jaclyn Queen at jaqueen@valdosta.edu. This study has been approved by the Georgia College & State University Institutional Review Board (IRB) for the Protection of Human Research Participants. The IRB, a university committee established by Federal Law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-253-2947 or irb@valdosta.edu.

Thank you in advance for considering,
CELT Director

APPENDIX F

Letter of Authorization to Conduct Research at Georgia College & State University

CENTER FOR
TEACHING & LEARNING
GEORGIA COLLEGE & STATE UNIVERSITY

Office of Research Integrity – Human Subjects
Valdosta State University

Subject: Letter of Authorization to Conduct Research at Georgia College & State University.

Dear Office of Research Integrity – Human Subjects:

This letter will serve as authorization for the Valdosta State University, Valdosta, GA ("VSU") researcher/research team, Ms. Jaclyn Queen and Dr. Jamie Workman to conduct the research project entitled *A Qualitative Study of the Experiences of Investigating Onboarding Experiences in Higher Education and the Effects that it has on Employment Retention, satisfaction, and Success* at GCSU in Milledgeville, GA (the "Facility").

The Facility acknowledges that it has reviewed the protocol presented by the researcher, as well as the associated risks to the Facility. The Facility accepts the protocol and the associated risks to the Facility and authorizes the research project to proceed. The research project may be implemented at the Facility upon approval from the VSU Institutional Review Board.

If we have any concerns or require additional information, we will contact the researcher and/or the VSU Office of Research Integrity – Human Subjects.

Sincerely,

James Berger
Facility's Authorized Signatory

September 25, 2023
Date

Jim I. Berger, Ph.D., Director of CTL
Printed Name and Title of Authorized Signatory

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APPENDIX G

Research Authorization Letter from the Provost

October 6, 2023

Dear GCSU IRB,

Based on my review of the proposed research by Jaclyn Queen, and Dr. Jamie Workman (Associate Professor, Valdosta State University), I give permission for them to conduct the study entitled Investigating Onboarding Experiences in Higher Education and the Effects on Employee Retention, Satisfaction, and Success within two public universities. As part of this study, I authorize the researcher(s) to identify potential participants who can provide valuable narratives and perspectives related to the research topic.

Recruitment strategies will include sending out invitations via email to individuals who are eligible to participate in the study which include faculty who attended new faculty orientation during the 2022-2023 academic year. The researcher will obtain informed consent from all participants, explaining the research purpose, interview process, and the use of data. Individuals' participation will be voluntary and at their own discretion and can be terminated at any time. Ethical guidelines will be strictly adhered to throughout the study. Video recordings, as well as detailed notes will be taken to capture the narratives accurately. Transcripts of the interviews will be created, and data collected during interviews (including video recordings) will be securely stored and protected in accordance with data privacy and security protocols. The researchers will ensure that participant identities and sensitive information are anonymized to maintain confidentiality.

Findings from the research will be presented in various formats, which may include academic publications, presentations at conferences, reports to partner site, or other appropriate dissemination channels. The researcher will work collaboratively with the partner site of Valdosta State University to ensure that the study's results are effectively communicated to relevant stakeholders. Throughout the research process, the researcher will maintain an open line of communication with the partner site, addressing any concerns, updates, or feedback related to the study.

We understand that our organization's responsibilities include: The Researchers? will conduct 60-minute interviews onsite, either in person or through virtual means, depending on logistics and participant location. We reserve the right to withdraw from the study at any time if our circumstances change.

This authorization covers the time period of October 2023 to April 2024.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Georgia College & State University IRB.

Sincerely,

Costas Spirou, PhD
Provost and Vice President for Academic Affairs

APPENDIX H

Georgia College & State University New Faculty Orientation Schedule Fall 2022

A

The Center for Teaching and Learning Welcomes You to the

Fall 2022
New Faculty Orientation
August 1 - 4, 2022

Dear New Faculty Member!

We are so glad you are here! We welcome you and look forward to working with you over the next few days in hopes of introducing you to the university and highlighting some of the steps needed to get ready for the first day of class. We at the Center for Teaching and Learning have put together what we hope is an enriching and interactive set of activities that will help you get to know each other and some of the resources here at Georgia College.

As you continue to discover the work ahead of you and the resources you need, please reach out the Center for Teaching and Learning to let us know how we can help. We are here to assist you as you transition to Georgia College. Our goal is to support you and make your journey as smooth as possible. You can find us on the third floor of the Ina Dillard Russell Library in Room 375 or online at http://www.gcsu.edu/ctl/. Our office hours are Monday through Friday, 8am to 5pm and you can reach us by calling (478)445-2520 or by e-mailing us at ctl@gcsu.edu.

We look forward to working with you!

Sincerely,
The CTL Team –Alison, Dana, Jaclyn, Jim, Katie, and Simeco.

Table of Contents

Agenda

Day One – August 1 – Setting the Tone

8:30 AM – 9:00 AM   Registration & Breakfast

Agenda

Day One – August 1 – Setting the Tone

8:30 AM – 9:00 AM	Registration & Breakfast
9:00 AM – 9:40 AM	Welcome Address Cathy Cox, President Costas Spirou, Provost Jordan Cofer, Associate Provost, Transformative Learning Experiences
9:40 AM – 9:45AM	Orientation Overview, CTL Services, and Staff Introductions
9:40 AM – 9:55 AM	Icebreaker – Getting to Know You
9:55 AM – 10:10 AM	Break – Snacks
10:10 AM – 10:30 AM	Student Profile Javier Francisco, Interim Executive Director of Admissions
10:30 AM – 11:15 AM	Writing Center, Learning Center, Registrar, Academic Advising, & Library Joy Bracewell, Director of Writing Center Jeanne Haslam, Director of Learning Center Kay Anderson, University Registrar Shaundra Walker, University Library
11:15 AM – 11:30 AM	GeorgiaVIEW/D2L Overview & Roadmap
11:30 AM – 12:15 PM	Concurrent Session One – Setting the Tone

Session Location	Topic and Description
Kilpatrick 226	**College Classrooms Conducive to Learning: Start Strong, Finish Strong! With Simeco Vinson** A classroom conducive to learning has several components: • A sense of community, • Clear communication, • Established expectations and routines, • Learner interaction, and • Organized resources and materials.

	This session will discuss various tools and techniques you can use to establish a conducive learning environment from start to finish by providing you with: ideas on how to build community and get learners involved, recommendations for expectations and routines to consider, and suggestions on organizing your resources and materials. Whether you are new to teaching or have been teaching for years, or whether you will be teaching in a face-to-face or digital environment, this session is sure to give you some ideas to help you start and finish the semester strong!
Kilpatrick 227	**Communicating with Your Students with Jaclyn Queen** Effective communication can help motivate our students to participate and engage in class discussions and activities thus having a significant impact on learning. In this session, participants will compare a syllabus, an announcement, and assignment instructions, to see which examples of communication are clear and seek to understand what techniques will most benefit our students. Using a variety of hands-on activities and techniques attendees will develop effective communication strategies and learn when it is best to apply the TILT (Transparency in Learning and Teaching) framework to an assignment.
Peabody Auditorium – Front	**Creating a Warm and Inviting Syllabus with Jim Berger** Have you ever had a person angry with you at the beginning of a conversation? Then you've experienced how that communication impacts the rest of your conversation. Creating a syllabus with a similar tone colors the conversations for the rest of the semester. Come learn ways to create a warm and inviting syllabus and how to think about the tone of your communication as you work with students. Participants will be provided hands-on activities, sample documents, and steps to create a welcoming environment to facilitate the best learning of your students.

12:15 PM – 12:20 PM   Come Back Together!

12:20 PM – 12:30 PM   IT Help Desk & SERVE – Susan Kerr and Team

12:30 PM – 1:00 PM   Retirement Options Overview – Benefits/Human Resources

End of Day One

Day Two – August 2 – Engaging Students & Learning

8:30 AM – 9:00 AM	Registration & Breakfast
9:00 AM – 9:05 AM	Welcome
9:05 AM – 9:30 AM	Teaching with GeorgiaVIEW/D2L: Tips and Tricks
9:35 AM – 10:00 AM	Concurrent Block Two – Engaging Students

Session Location	Topic and Description
Kilpatrick 226	**Developing Critical Thinking Through Higher Order Questioning (HOQ) With Simeco Vinson** One of the primary goals of higher education is to promote critical thinking. A practical approach to getting students to think about a problem is to use Higher-Order Questions (HOQs) or questions that require a deeper answer than a simple "yes" or "no." Instructors can use HOQs to help students build critical thinking skills. Participants in this session will explore ways to create higher-order questions for students using AAC&U's Critical Thinking Rubric as an integral component. These materials will help you develop a set of content-specific questions to use with your students to help them build questioning patterns that lead to thinking critically.
Kilpatrick 227	**Engaging Students and Facilitating Interaction Using Technology with Jaclyn Queen** Want to learn more about how to engage students and facilitate interaction using technology? Student engagement and the use of technology to facilitate interaction among students are essential components that support the learning process. In this session, you will learn and explore: • The importance of engaging students in learning • How technology helps engage and increase classroom engagement among students • How to use technology to facilitate active engagement of learners • Technology tools that promote engagement • Strategies for fostering communication in your classroom
Peabody Auditorium – Front	**Personalized and Interactive Learning with GeorgiaVIEW With Alison Shepherd** GeorgiaVIEW (D2L) is the learning management system for faculty and students in Georgia College. GeorgiaVIEW allows instructors to create a personalized learning experience for students. This workshop will introduce available tools in GeorgiaVIEW to create customized

	communication, self-paced content, and personalized assessment for students. Workshop participants will have opportunities to work with CTL staff on their personal teaching projects. We encourage participants to bring their devices to the workshop to achieve the maximum outcomes.
Peabody Auditorium - Back	**How Do You Know That They Know? - Steps to Check on Learning with Jim Berger** Ever wonder if your learners have really learned what you hoped they did? Perhaps there are ways to assess the skills, dispositions, attitudes, and knowledge without quizzing them or giving them a grade. Come learn tips to quickly and accurately assess your learners using interactive assessment techniques that further the classroom learning while providing you feedback on your teaching. Participants will be provided steps to develop an assessment plan and learn how to develop short activities that can be used throughout a lesson to determine how well your students are learning the material. Handouts and resources will be provided.

10:00 AM – 10:05 AM   Come Back Together

10:05 AM – 10:35 Am   GC Journeys
                                                 Jordan Cofer, Associate Provost – Office of Transformative Learning Experiences
                                                 Cynthia Alby – Director of GC Journeys

10:35 AM – 11:05 AM   GC Journeys Gallery Walk/Break

11:05 AM – 11:45 AM   Panel Discussion and Q&A – GC Journeys

11:45 AM – Noon   Day's Wrap Up/Start Lunch with HIPs Summer Institute

Noon to 12:30 PM   Headshots with University Photographer – Anna Leavitt

End of Day Two

Day Three – August 3 – GC Journeys

8:30 AM – 9:00 AM	Registration & Breakfast
9:00 AM – 9:05 AM	Welcome!
9:05 AM – 10:00 AM	Concurrent Block Three – GC Journeys - Transformative Experiences

Topic and Speaker	Location
Capstone – Stephanie McClure	Peabody Front
Internships – Lauren Easom & Brittany Archer	Peabody Left Side
Community-Based Engaged Learning – Liz Speelman	Peabody Right Side
Undergraduate Research - Stefanie Sevcik	Kilpatrick 226
International Education Center – James Callaghan	Kilpatrick 227
TREK/First-year Academic Seminar – Erin Weston	Peabody Back Left Side
Leadership – Ashley Copeland	Peabody Back Right Side

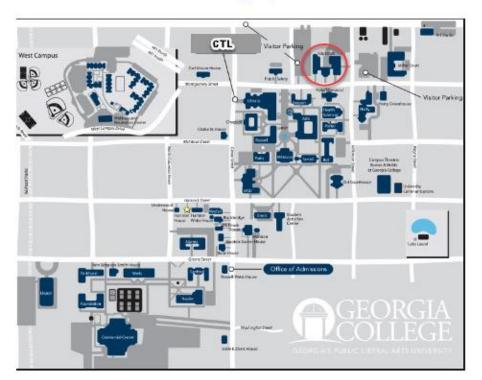|	
10:00 AM – 10:05 AM	Come Back Together
10:05 AM – 10:35 AM	Getting to Know You Icebreaker – Liz Speelman
10:35 AM – 10:45 AM	Break
10:45 AM – 11:15 AM	Student Panel – Experiences at Georgia College
11:15 AM – 12:15 PM	Faculty Panel - What I Wish I Knew!
12:15 PM – 1:30 PM	Lunch and Activity
1:30 PM – 2:00 PM	Wrap-Up Q&A/Feedback Survey

End of Day Three

Day Four – August 4 – Human Resources

9:00 AM – 9:30 AM	HR Welcome and GC Trivia
9:30 AM – 10:40 AM	New Employee Orientation & Training with Kelly Beall & Shanoya Cordew
10:40 AM – 10:50 AM	Break
10:50 AM – 11:50 AM	Employee Relations with Amber Collins
11:50 AM – 1:30 PM	Lunch Break
1:30 PM – 2:00 PM	Payroll Services & OneUSG with Allison Wilkinson
2:00 PM – 3:00 PM	Benefits with Tonya Anderson & Amber Collins
3:00 PM – 3:30 PM	Wrap-Up Q&A/Feedback Survey
	End of Day Four

Evaluation Survey Links

Please be sure to complete the evaluation surveys for the Center for Teaching and Learning as well as for Human Resources. These are used to help shape and improve the orientation process for next year. The following QR code and link are for the Center for Teaching and Learning's portion of the 2022 New Faculty Orientation.

or click on: New Faculty Orientation 2022 – Feedback Survey

Parking Map

Entering **290 West Thomas Street, Milledgeville, GA 31061** into your favorite mapping service should put you right in front of the entrance to the parking lot. Signs will point you to Peabody Auditorium and Kilpatrick Hall.

Parking Permit

GEORGIA COLLEGE
GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY

THIS IS YOUR PARKING PERMIT

Hello Jim Berger - your temporary parking permit request has been approved!

TEMPORARY PARKING PERMIT INFO
Request ID: 1062
Visit Start Date: 08/01/22
Visit End Date: 08/04/22
Assigned Parking Lot: Peabody Hall Lot | #12
Requested Number of Permits: 50

INSTRUCTIONS
Please print this email and display it on the driver's side of your dash so that the info above can clearly be seen by any Parking and Transportation Services staff conducting parking enforcement. Please note, this permit is only valid for the date(s) and parking lot listed above.

Visit www.gcsu.edu/parkingmap to view our interactive campus parking map and the location of your assigned lot. Lot identification signs are located at the entrance to each lot.

Please feel free to contact us if you have any questions or need to make any changes to the request.

Many thanks and we hope you enjoy your visit to GC!

Parking and Transportation Services
www.gcsu.edu/parkingandtransportation
478-445-7433 | parking@gcsu.edu

APPENDIX I

Valdosta State University New Faculty Orientation Schedule Fall 2022

VALDOSTA STATE UNIVERSITY

NEW FACULTY ORIENTATION SCHEDULE
FALL 2022

This year's New Faculty Orientation is designed to provide new full-time VSU faculty members with the following:

(1) The opportunity to meet and get to know other new faculty members across the university.
(2) An introduction to Valdosta State University—its mission and plans as well as your role as faculty member.
(3) An overview with the resources, materials, and modalities available as you begin your teaching responsibilities.

All activities will be held face-to-face; materials and hand-outs from sessions will be available in your BlazeVIEW "New Full-Time Faculty ACYR 22-23" course

Monday, August 1 and Tuesday, August 2

By appointment   Our Human Resources Team will be available to meet with you in their office to complete any necessary paperwork and to answer questions.

Tuesday, August 2

5-7 pm   **Getting to Know VSU and Each Other**
STEAM Center   You and a guest are invited to join us for this reception where you will have the opportunity to meet each other and learn about how to gain the most from orientation. Our President and our Provost will be there to greet you.

Wednesday, August 3
Beverage service will be provided in both the morning and afternoon.

Morning Sessions
STEAM Center

9:00-9:15 am   **"Class" Photo: Come prepared to have your photo made with this year's class of new faculty**

9:30-11:00 am   **Understanding Your Role as a Member of the VSU Faculty**
                        Meet VSU's Provost and Vice President for Academic Affairs, Dr. Robert (Bob) Smith and Vice President for Student Success, Dr. Rodney Carr, as they lead a discussion about the role faculty play in a comprehensive university, VSU's strategic goals and initiatives, our VSU students, academic mindset, and the resources available to faculty to assist student academic success.

OFFICE of the PROVOST and VICE PRESIDENT for ACADEMIC AFFAIRS
PHONE 229.333.5950 • FAX 229.333.7400 • WEB www.valdosta.edu/academics/academic-affairs/
ADDRESS 1500 N. Patterson St. • Valdosta, GA 31698-0160
A Comprehensive University of the University System of Georgia and an Equal Opportunity Institution

11:15-12:15   **"Rules of the Road"**
Dr. Sheri Gravett, Associate Provost for Academic Programs and Services, will provide guidelines about preparing for teaching at VSU. Information will include such topics as syllabi guidelines, scheduling, academic policies, and much more.

BREAK (12:15-2)

Afternoon Sessions
2-3:15 pm   **Developing a Campus Culture of Wellness**
STEAM Center   As faculty members, you have a role in being part of a campus environment that fosters well-being both for yourselves and your students. Join our panel to learn more about your resources as we discuss how to promote respect and inclusion, a safe and secure environment, and emotional and physical wellness.

4-5 pm   **Opportunities Fair**
UC Magnolia Room Come across the street to this meet-and-greet gives that new faculty the opportunity to meet retirement representatives, the South Georgia Greeting service and other key organizations and departments. Spouses/partners are welcome to participate.

Thursday, August 5
Beverage service available in the morning and afternoon.

Morning Sessions
STEAM Center

9:00-11:00 am   **Tips for Effective Teaching the First Day F2F or Online**
will introduce you to VSU's CELT (Center for Excellence in Learning & Teaching) and explore evidence-based strategies to get your class off to a successful start, whether you are teaching face-to-face or online.

11:15 am-12:15 pm Introduction to Banner
Our registrar, Mr. Stanley Jones, will introduce you to VSU's computer system as well as to important policies and procedures.

Afternoon Sessions
2:00-3:00 pm   **Systems Orientation/Technology Support**
Odum Library 3270 Information Technology (IT) will provide you with information regarding the various technology systems, technology training resources, Solution Center services, and computer security.

3:15-4:15 pm   **Introduction to Online Teaching at VSU, including BlazeVIEW**

VALDOSTA STATE UNIVERSITY

12:30-2:00 pm
STEAM Center

CELT Mentoring Luncheon and Workshop
Required session for those new faculty who have elected to participate in the CELT Peer Faculty Mentoring program, see: https://www.valdosta.edu/celt/faculty-mentoring-experts.php#PeerFacultyMentor

OR

Lunch with a Faculty Colleague (optional)
A sign-up sheet will be available to join a group for an on-your-own lunch to meet current faculty members, such as second-year faculty who were in your shoes last year.

First Day of Class, Monday, August 15