

FACULTY SATISFACTION WITH NEW FACULTY ORIENTATION PROCESSES
DURING THE FIRST YEAR OF EMPLOYMENT AT THE U.S. ARMY COMMAND
AND GENERAL STAFF COLLEGE: AN EXPLORATORY STUDY

by

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B.S., University of Kansas, 1980
M.A., Naval War College, 1995
M.S., Kansas State University, 1997

AN ABSTRACT OF A DISSERTATION

submitted in partial fulfillment of the requirements for the degree

DOCTOR OF PHILOSOPHY

Department of Educational Leadership
College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

2008

Abstract

This exploratory study investigated the level of satisfaction that faculty members have with their new faculty orientation experiences during their first year of employment at the U.S. Army Command and General Staff College, in Ft. Leavenworth, KS. The study solicited data from new faculty at this graduate-level military service college to help determine whether new faculty members were satisfied with their new faculty orientation experience; whether there were differences in the dependent variable, satisfaction, for any of the independent variables of campus location, teaching department, employment category, academic rank and educational level; and how the CGSC new faculty orientation program might be improved.

Surveys were distributed to 297 new faculty members from January 2006 to December 2007. The survey instrument included Likert-scale questions to support quantitative statistical analysis. The study used non-parametric analysis methods to examine the dependent variable, satisfaction, with respect to independent variables. These results indicated that faculty members were satisfied with their new faculty orientation experiences and that there were no significant differences in satisfaction for campus location, teaching department, employment category, academic rank or educational level. Open-ended questions provided respondents an opportunity to add additional information; these comments were categorized by topic and then examined for themes or trends. Despite their overall satisfaction with the orientation program and processes, 84.80% of respondents indicated that inadequate institutional support was the greatest detractor to their success. They cited delays in meeting fundamental new employee needs such as providing a suitable work location, computer access, and information about institutional policies and procedures. Additionally, 35.67% of respondents indicated that either their sponsor was not helpful or none was assigned.

Results of this study provided insight regarding unmet or inadequately fulfilled information and support needs of new faculty members at CGSC, informed further research in the area of faculty orientation, and highlighted areas for improvement of practice at CGSC and comparable institutions.

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Dedication

To Sherrie, who keeps me grounded;
To Kaleena, who keeps me young.

CHAPTER 1 - Introduction

Overview

In the mid 1970s, Malcolm Knowles discussed the “neglected species” of adult learners whose learning needs were largely ignored (1973). Adult learners have made tremendous progress since that time, with increasing emphasis on the study of adult learning and the development and refinement of a theory of learning that accommodates the adult’s complex mental, emotional, and physical learning environment. This, in turn, has given rise to a profound increase in the quantity and quality of adult education programs, prompting Knowles in a 1977 interview, to acknowledge that the adult learner had, by then, become a “less neglected species” (Jones & Zemke, 1977). Yet, one segment of adult learners still experiences neglect in their educational needs. Moreover, these neglected adults learners are not just learners, they are also educators—new faculty members struggling to learn to be successful during their first year at any one of the hundreds of colleges and universities across the country. Often they are expected to “fend for themselves” as they struggle through the underbrush of customs and procedures that constitute the working environment in these academic institutions (Boice, 1992b). Formal studies by Boice (1992b), Fink (1984), Menges (1999), Sorcinelli and Austin (1992) and others, as well as informal conversations between the researcher for this study and educators and administrators at other service colleges and institutions clearly showed that new faculty members continue to be neglected by their institutions at a crucial time in their employment. (Personal communications with Judy Horton and Nan Peck, Northern Virginia Community Colleges, April 19, 2005 and September 20, 2005, respectively; Paul Romanski, Naval War College, Newport, RI, August 23, 2005; and David Spangler, Joint Forces Staff College, National Defense University, Norfolk, VA, August 22, 2005).

This study explored faculty members’ satisfaction with new faculty orientation processes during their first year of employment at the U.S. Army Command and General Staff College (CGSC). Results of this study have helped to assess how satisfied new faculty members were with the existing faculty orientation processes and have helped

identify specific improvements that may increase faculty readiness and preparedness for the demands of teaching at CGSC. CGSC was selected for this study for three reasons: (a) supportive college leadership interested in the results, (b) dramatic changes in faculty size and composition that may help spotlight problem areas, and (c) convenient access to the faculty and data.

This chapter provides an overview of the study. It begins by describing the institutional setting and population, comparing and contrasting CGSC with more traditional college settings. The orientation needs of the institution and its faculty are then discussed, introducing the key literature pertaining to the initial orientation programs and processes for new faculty members. This discussion highlights two recurrent themes that emerged from the literature review. First, Fink (1984), Boice (1992b), Sorcinelli and Austin (1992), Menges (1999) and others noted the crucial importance of the first year of employment, filled with new challenges and unique developmental needs for new faculty at any institution. Second, they highlighted the importance of conducting institution-specific research to identify the unique needs of new faculty members in their environment. Details regarding this study are then provided, listing the research questions and discussing the significance of this study, specifically to CGSC and potentially to other higher education settings. Finally, a general overview of the research design is presented.

Background

US Army Command and General Staff College (CGSC)

To help the reader understand the context of the study, the following paragraphs describe the setting in which the study was conducted, noting similarities and differences with other higher education institutions. The U.S. Army Command and General Staff College (CGSC) is a graduate-level educational institution that provides intermediate professional education for mid-career and senior officers from all military services as well as officers from approximately 80 countries around the world. It is accredited by the North Central Association of Colleges and Schools (NCA) to grant master's degrees through the Master of Military Art and Science program. Although CGSC is an Army organization, it has a structure that is in many ways similar to non-military colleges and

universities. The Commandant of the College serves in a capacity similar to that of a chancellor or president of a university. The Deputy Commandant is the chief administrator, and the Dean of Academics is responsible for academic operations and policy for curriculum development, academic outreach and graduate degree programs, registrar's office, quality assurance, and faculty and staff development. The college comprises five separate schools, each of which focuses on a specific component of professional military education. These include the Command and General Staff School (CGSS), the School of Advanced Military Studies (SAMS), the School of Command Preparation (SCP), the School of Non-Resident Studies (NRS), and the Army Management Staff College (AMSC). The Command and General Staff School is the largest of the CGSC schools and is responsible for the education of approximately 1800 students each year in the resident (Ft. Leavenworth campus) 10-month Command and General Staff Officer Course (CGSOC) and the 3-month Intermediate Level Education (ILE) Common Core Course administered at each of three satellite campuses (Ft. Lee, VA; Ft. Belvoir, VA; and Ft. Gordon, GA). Collectively, the CGSC faculty includes about 500 instructors. Approximately 400 of these instructors are assigned to the largest school, CGSS; the rest are distributed among the other four schools (*CGSC Self Study Report*, 2005).

The CGSC faculty is composed of both military and civilian instructors. Active duty military officers who are assigned as instructors contribute to the educational process with their extensive professional expertise, recent operational experience, and leadership in positions of command. These instructors represent all U.S. military services. Additionally, one officer from each of the armies of Australia, Canada, Great Britain, and Germany is assigned to CGSC as part of an instructor exchange program. The majority of these military instructors are lieutenant colonels or equivalent (one rank higher than the student population of majors). Military officers typically serve a 3-year instructor assignment sandwiched between operational assignments in their military fields or specialties. Although a system of honorary academic ranks has been developed to recognize the growth and achievement by military instructors, pay and promotion for military faculty members are determined by their military rank and seniority, and not by their honorary academic rank. Thus, the basic employment conditions and associated

orientation needs of military faculty members are very different from their civilian faculty counterparts.

Civilian instructors are employed either directly by the federal government or by a private company contracted by the federal government to provide instructors. Federally-paid faculty members are employed via one of two federal statutes—either the federal civil service system, under Title 5 of the U.S. Code, that governs federal civilian jobs across all disciplines (*CGSC Self Study Report*, 2005; 5 USC 3101, 2006), or the special system, under Title 10 of the U.S. Code that specifically addresses faculty needs at military educational institutions (*CGSC Self Study Report*, 2005; 10 USC 4021, 2006). Faculty members who were hired under the Title 5 federal civil service system account for 6% of all civilian faculty; most of these were hired prior to the CGSC reorganization that began in 2003 (*CGSC Self Study Report*, 2005). Since 2003, nearly all new instructors have been hired under the special Title 10 provisions that provide more flexibility in hiring faculty members with the special qualifications required for military educational institutions (*CGSC Self Study Report*, 2005). Ninety-four percent of current civilian faculty members are Title 10 instructors hired for renewable two-year terms. Occasionally, contract instructors are used to fill urgent requirements or when certain unique but required skills are not available among the general applicants for Title 5 or Title 10 positions. In those cases, temporary instructors may be provided under government contract by selected companies which already employ those with the requisite skills and expertise. The majority of civilian instructors, of all types, are retired army lieutenant colonels and colonels or have equivalent ranks from other services.

CGSC represented a convenient and supportive environment for a study of new faculty orientation issues. The timing of this study coincided with a period of unprecedented faculty growth associated with policy and organizational changes within the college. This permitted the study of a larger and more diverse sample than might have been possible during a less dynamic period. This may have helped to spotlight positive and negative aspects of the new faculty orientation process that otherwise might not have been evident. Furthermore, the institutional leadership enthusiastically welcomed this study, clearly recognizing the potential to enhance the preparedness of new faculty members and the positive impact their increased effectiveness would have in

meeting the educational needs of the military's mid-grade leaders. Finally, as members of the CGSC faculty, the researcher and cohort members supporting this study shared the college leadership's interest in improving the orientation processes and, by virtue of their position within the college, enjoyed direct and ready access to research subjects and resources that facilitate effective and efficient collection of data to support this study.

Orientation Needs for New Faculty

In 1987, Robert Boice began a four-year study of faculty in a university setting in which he explored a wide range of factors affecting the attitudes of faculty members as they progressed through their first 8 semesters in the institution (Turner & Boice, 1987; Boice, 1991). In his 1987 study, Boice found that individual perceptions of success revolved around overcoming three intertwined obstacles: teaching, scholarship, and collegiality; that success in one generally depended on success in the other two. To some, this may seem counterintuitive. Undoubtedly, one could argue that success in one area may require focusing on that one area at the expense of the other two. Either way, Boice's finding that the three obstacles are interrelated has merit. Boice's study formed the basis of his later work, *The New Faculty Member* (1992b), that has become the foundation of subsequent scholarly work relating to the challenges and needs of new faculty (Menges, 1999).

Supported by his comprehensive four-year study, Boice (1992b) asserted that our own prior experiences as new faculty members may give us a false sense of understanding of the information and support needs of new faculty members. He suggested that successful faculty members may not be the best sources of insight into what constitutes an effective new faculty orientation program. Implicit in Boice's observations was an understanding that, while one's own experience as a new faculty member may well have led to his or her success, a like experience may have contributed to another's failure. Clearly, success in each of the three areas of teaching, scholarship, and collegiality is driven by individual traits and characteristics as well as by institutional programs intended to fulfill the information and support needs of faculty members. A teacher who is a "natural," who seems to have an innate sense of what works in the classroom and what does not, may thrive despite a lack of continuing faculty

development training addressing teaching techniques. A teacher who is a prolific reader and who writes well may feel much more comfortable in the realm of scholarly research and publication than will one who struggles in these areas. An outgoing and gregarious teacher who actively associates with the more experienced faculty members may not share the sense of loneliness that introverted and uncertain new teachers may feel (Boice, 1992b). While there may well be a place for each of these teachers, with strengths focused in one of these areas, their opportunity for success may be broadened through a faculty orientation program designed to meet their individual developmental needs in those areas in which they may not be as proficient.

As Boice (1992b) noted, these elements of success are inextricably linked. A teacher who is comfortable in the classroom will need to spend less time preparing for each class, and will have more time to conduct research and write for publication. That, in turn, would undoubtedly make the teacher feel more like a peer of the more experienced faculty members who are also engaged in these scholarly activities. Without an effective program to meet the needs of the insecure and uncertain new faculty members, primarily the outgoing, natural teachers will succeed as they rapidly assimilate into the environment of scholarship. If these successful faculty members are then the ones who design faculty orientation programs for future new faculty members—based on their own limited needs—the resultant orientation program will perhaps neglect those who are most in need of the help it is intended to provide.

Inadvertently designing orientation programs around the wrong assumptions is one thing—but recognizing a deficiency without acting to correct it is quite another. Unfortunately, as Boice (1992b) found, such neglect is quite common. For example, in a phone survey of fourteen diverse campuses, Boice found that all had some form of orientation program, typically including at least a meeting about employee benefits and a reception for new faculty. Many of the schools also added additional indoctrination or information elements to enhance the value of the orientation program to the new faculty members; however, these limited efforts were viewed as inadequate by faculty developers. All respondents expressed an interest in doing more to meet the needs of incoming new faculty; yet, surprisingly, only three practitioners had any plans to institute any immediate changes citing such reasons as:

- (1) the campus program for faculty development was still relatively new and had not yet moved beyond its initial focus on graduate teaching assistants' TA training or instructional development for faculty;
- (2) there were too few new hires to justify more effort at orienting; and
- (3) the new faculty orientation was captive to territorial interests. (Boice, 1992b, pp. 220-221)

Similarly, Boice noted that campuses have often paid little attention to key components of new faculty support such as mentoring:

...while we readily agree that these are important activities, we may have hoped that the process would take care of itself. In fact, recruitment and orientation have commonly been conducted in deplorable fashion. The kindest description might be benign neglect (p. 229).

Too often, institutions fail to give due regard to the four essential components of Boice's theory for nurturing new faculty: involvement, regimen, self-management, and social networks (Boice, 1992b). This theme has been repeated throughout the literature on this topic (Fink, 1992; Sorcinelli & Austin, 1992; McKeachie, 1999; Menges, 1999; Rosser, 2003) and in informal conversations with other institutions as previously discussed. Little seems to have changed since Boice conducted a phone survey of fourteen campuses (Boice, 1992b). Similar responses were received from several institutions contacted in conjunction with this study, including military service colleges similar to CGSC. Not surprisingly, this neglect seemed to be characteristic of institutions that had a largely stable and experienced faculty population, without a significant influx of new faculty members—institutions like CGSC. Although there seems to be no research which examines faculty orientation programs in military service colleges, Farrell's (1999) study of faculty socialization at military academies provided some meaningful insight into the challenges facing new faculty members.

Many universities have active and robust faculty orientation programs that incorporate aspects and features recommended by Boice and others. For example, Kansas State University's New Faculty Institute is a voluntary "learning and social

program” serving approximately 45 attendees per year. It consists of six lunchtime sessions conducted throughout the academic year to provide information, networking, training, and peer mentoring to new faculty members. (Carving a successful path: New Faculty Institute helps new K-State professors learn the ropes, 2007). However, in this study the literature review concentrated predominantly on the research and programs of community colleges which more closely match the characteristics of CGSC in terms of student and faculty populations, organization, resources, and length of educational programs; which include a limited number and scope of curriculum offerings; and which emphasize professional experience among faculty over research and scholarship. Moreover, it was in community colleges where the most current, relevant research of faculty orientation issues had been conducted. Among the community college studies, several examples correlated with the current CGSC situation, where a viable program did not previously exist or was not effective in meeting the needs of the institution or the faculty members, requiring a new or resurrected orientation program to fill that void. Institutions such as Northern Virginia Community College (Horton, 2003), Iowa Community College Consortium (Booth, 1995) and Triton College (*New Faculty Orientation Plan*, 1999) had programs that applied many of the principles informed by the scholarly studies of Boice (1987; 1991), Fink (1984), Menges (1999), Sorcinelli (2002), Austin (1992) and others. Those programs represented a range of alternatives that could be applicable to other new faculty orientation programs, including that of CGSC.

For many years, the faculty population at CGSC was very stable. The influx of new faculty members was limited primarily to the consistent and periodic turnover of active duty faculty members at 3 year intervals, while the civilian population tended to be static with replacements typically the result of retirements after 15 or more years in the school. If there was an effective program for the orientation of new faculty in the college’s history, there are no remnants of such a program today. Instead, anecdotal comments revealed that a number of CGSC faculty members were dissatisfied with new faculty orientation processes and with information they received regarding employment standards, classroom policies, educational resources, grading criteria, and related factors. These comments prompted a more in-depth review of available CGSC data to explore the

extent of dissatisfaction with new faculty orientation processes at CGSC. Three key reports added dimension to this initial review. CGSC attitudinal data from the *2002 Process Action Team (PAT) Report* (2003), and the *CGSC Command Climate Survey* (2003) showed similar concerns by faculty members regarding the orientation processes, while the *CGSC Self Study Report* (2005) expressed similar concerns by the college leadership. Prepared for the North Central Association of Colleges and Schools accreditation visit in December 2005, the *CGSC Self Study Report* acknowledged that faculty orientation needed attention, but provided no specific recommendations about how to improve the process. Building on those past studies, this study was undertaken to help inform efforts to improve the orientation program by exploring the satisfaction of new faculty with their orientation experiences during their first year of employment.

Additional challenges in meeting the needs of new faculty members resulted from Army policy changes instituted in 2003 that began a 5-year period of growth during which student and faculty numbers would double. In the past, students were selected to attend the Command and General Staff Officer's Course through a competitive process that only allowed approximately 50% of U.S. Army majors to attend CGSC. Then, in 2003, Army policy changed to require all army majors to complete the course, thus increasing the annual throughput requirements from 1000 in Academic Year (AY) 03-04 to 1792 in AY 07-08. To maintain the 4:1 student-faculty ratio established by the Joint Chiefs of Staff for military service colleges (*CJCSI 1800.1C*, 2005), a corresponding increase in faculty from 256 to 448 was also required. Table 1.1 shows the changing size and mix in faculty population for the Ft. Leavenworth resident campus during the five-year period of growth.

Clearly, faculty numbers are not static; they fluctuate up and down as new faculty members arrive and experienced faculty members resign or retire. Operational requirements in Iraq and Afghanistan temporarily delayed the attendance at CGSC by some Army students, reducing actual student loads below earlier predictions and a causing a corresponding reduction in faculty requirements. Additionally, the college experienced some unexpected difficulties in hiring instructors at satellite campuses, also contributing to the lower than planned faculty numbers. As a result of these factors, variations exist across the data sources; however, they do reflect comparable numbers

and trends. As shown in Table 1.1 the total (actual) number of instructors lagged behind the required (planned) number of instructors throughout AY 04-05, AY 05-06, and AY 06-07.

Table 1.1 Changing Faculty Size by Employment Category from AY 2000-2001 through AY 2007-2008

Employee Group	CGSS Full-time Faculty							
	Academic Year							
	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
Military	125	125	125	146	87	87	108	134
Title 5	5	5	5	5	2	2	2	4
Title 10	11	11	33	99	143	179	187	307
Contract	0	0	0	3	3	3	3	3
Total ^a	141	141	163	253	235	271	300	448
Required ^b					250 ^c	360 ^d	360 ^d	448 ^e
Change from previous year		0	22	90	0	36	29	148

Note. Adapted from data in CGSC Self-Study Report (*CGSC Self Study Report*, 2005).

^aTotal represents actual number of instructors.

^bRequired represents number of instructors required to support 4:1 student-faculty ratio.

^cBased on 1000 students.

^dBased on 1440 students.

^eBased on 1792 students.

Table 1.1 also shows that the time span from 2003 to 2008 represented a unique opportunity to collect data as the number of new faculty members peaked, and then stabilized for AY 07-08 and beyond. However, the need for an effective orientation program did not expire with the conclusion of this expansion period; faculty members who resign or retire will continue to be replaced by new faculty members. Low satisfaction resulting from an effective orientation program was expected to be most evident during periods of faculty growth as a result of the increased numbers and shifting proportions of new faculty members. Therefore, the timing of this study, in the midst of this expansion, meant that larger numbers of respondents would be available to question,

thus increasing the likelihood of uncovering causes of dissatisfaction that may not have surfaced during less dynamic periods.

Six Faculty Profiles

In the following paragraphs, profiles are presented for six notional new CGSC faculty members who are composites of actual, representative faculty members. These realistic examples were constructed to illustrate the diversity among the CGSC faculty population, and to hint at the different aspects that must be included in a comprehensive new faculty orientation program for such an institution. These examples will be used to highlight key problems of the CGSC faculty orientation program.

Frank is an active duty Navy officer with 16 years of military service. He recently joined the faculty as an instructor in the Joint Operations Department. Although he did not attend CGSC as a student, he is familiar with the type of education provided having attended the Navy's version of Joint Professional Military Education at the Naval War College in Newport, RI, where he earned a master's degree in Strategic Studies. Frank has some previous experience as an instructor in Navy occupational training schools, but no faculty experience in higher education programs. His qualifications for a teaching position at CGSC relate to his professional expertise in the area of multi-service and multinational operations. Frank has been assigned to CGSC for a 3-year tour, although that could be shortened to approximately 2 years depending on his career timing and follow-on assignment.

Barry is an active duty Army officer with 17 years of military service. Like Frank, Barry's assignment as a faculty member is based primarily on his professional expertise, not on his experience as an educator. Although, like most military personnel, he has some experience in the classroom, this experience is not extensive and is predominately in the training rather than the educational environment. As an infantry officer with extensive leadership experience in tactical units, Barry is assigned to the Tactics Department. He completed his master's degree through the Master of Military Art and Science program 3 years ago when he was a student at CGSC. Barry has also been assigned to CGSC for a 3-year tour. However, unlike Frank, because Barry is an Army officer, he can expect to spend much less than 3 years in Ft. Leavenworth as an

instructor. Because of the current heavy operational demands, Army officers at CGSC, particularly those with Barry's background, represent a pool of available personnel to fill urgent needs in the field. This means that Barry may be assigned to CGSC for as little as 18 months before he is permanently reassigned to an operational unit; or he may be temporarily assigned to augment an overseas staff for a period of 6 to 12 months before returning to finish out his 3-year instructor assignment.

Jane is an Air Force officer with 12 years of military service. She was selected to attend CGSC as one of the sister service exchange officers. As a result of her background in space operations, she has now been selected to stay on as an instructor following graduation. She previously completed an off-duty MBA program. Jane's follow-on instructor tour will be for 3 years, and she does not anticipate any changes to that timeline.

John was hired to fill one of several newly established civilian faculty positions as a result of the recent reorganization and growth of the CGSC program. John is currently working on his Ed.D. through a program at a nearby university and is ABD (all but dissertation). Additionally, John is a retired Army officer with 25 years of active service. He retired 3 years ago and has been working for a defense contractor since his retirement. As a result of his ABD status and his extensive leadership and military operational experience, John has been hired as an assistant professor. John has long been looking for the stability and longevity that this position seems to offer. He anticipates that he can complete his dissertation and be promoted to associate professor within 3 years. Ultimately, John envisions that he will remain on the CGSC faculty until his retirement at age 65 (in about 15 years).

Like John, Cheryl was hired to fill one of the newly opened civilian faculty positions. However, rather than being assigned to the main campus in Ft. Leavenworth, Cheryl is 1 of just 12 faculty members that constitute a teaching team permanently assigned to a satellite campus in Ft. Gordon, GA. The 12 satellite faculty members represent teaching departments in history, joint operations, tactics, logistics, and leadership. Cheryl is a retired Army officer, with 22 years of service. She was an active duty CGSC instructor in Ft. Leavenworth until her retirement 5 years ago. Since that time, she has been teaching social science in a high school near Ft. Gordon. Cheryl has

both a bachelor's and a master's degree in education. She is excited about teaching CGSC students in Georgia, but is also concerned that the Ft. Gordon team will be forgotten when it comes to faculty training and development opportunities because of their small size and extreme distance from the main campus. Cheryl is also not confident that the satellite campus concept will last, and suspects that she may be looking for another job in a couple of years, or moving to Ft. Leavenworth to continue her employment with CGSC.

Ellen is a newly hired civilian history professor. She has a Ph.D. in history and has taught for several years at a civilian university. She was lured to CGSC by the greater access she would have to resources and documents relating to her specific research area of interest in military history. Ellen has no prior military experience, but has published several respected analytical articles relating to her in-depth research of the Vietnam War. For Ellen, CGSC provides an excellent opportunity to continue the research and writing for her next book.

The Problem Further Defined

Each of these notional faculty members represents a unique challenge for a new faculty orientation program. Substantial diversity exists in several key areas. These can be grouped into the following categories: campus location, employment category, military experience, educational level, tour length, and assigned teaching department. While such differences undoubtedly exist at many other institutions, the uniqueness of the CGSC composition may represent more polar opposites than one finds in other settings. For example, faculty members at CGSC either have extensive experience in the Army, or they have none; they anticipate being at CGSC for 3 years or less or they expect to be at CGSC for 10 years or more. These polar perspectives could help identify deficiencies in the orientation of new faculty in ways that are not as clearly identified in other institutions.

With the current shift in the ratio of military to civilian faculty from approximately 60:40 to 30:70, the orientation needs for new faculty could also shift accordingly. Notional non-military members John, Cheryl, and Ellen, who are new to the world of the Army civilian employment, would need very different information regarding

employment policies, procedures and expectations than would their military counterparts. New civilian employees would undoubtedly have more questions about their new position, pay and benefits than military officers who, after 16 to 20 years, are quite knowledgeable about their own employment condition.

Similarly, those who are familiar with the Army—active duty member Barry and retirees John and Cheryl—would initially be more comfortable with the command organization and army-unique terminology at CGSC. Although Jane is not an Army officer, she has partially assimilated into the Army culture at CGSC as a result of her past year as a student. But, with no Army background, Frank and Ellen will need to learn a new language of terms, acronyms and slang that are associated with the army culture.

Other contrasting orientation needs can also be identified between those with prior experience at CGSC and those without; between those with significant teaching experience and those without. Clearly, different groups require markedly different levels of familiarization training to enculturate them into the occupational environment in which they now find themselves. A "one size fits all" orientation program would not work effectively at CGSC. In short, each of the notional faculty members requires a unique, individualized orientation program to address the specific enculturation needs dictated by their unique backgrounds and experiences. But an individualized program should not be the individual responsibility of new faculty members as it is now. Even the most independent-minded, self-directed learner could find this learning environment challenging. Adequate support must be provided to enable their self-directed learning in this area.

Results of an initial needs analysis indicated that a faculty orientation program at CGSC does not need to be developed from scratch (Bogdan, Leslie, & Persyn, 2005). Instead, investigation revealed that many of the essential elements of an effective program either already existed or are currently under development elsewhere within the college. These included Ft. Leavenworth Main Post and CGSC in-processing, student online orientation, online knowledge centers and department and teaching team sponsorship and mentorship initiatives. Additionally, efforts are being made to produce an online new faculty information resource directory and a CGSC sponsorship guide as well as a faculty and staff handbook, and a Title 10 employment manual. However,

preliminary results also showed frustration within key areas of faculty orientation. The following points supported the need for this study (Bogdan, Leslie, & Persyn, 2005):

1. An inadequate faculty orientation program can lower employment morale and satisfaction. Faculty retention may suffer as a result.
2. An inadequate faculty orientation program can reduce faculty efficiency by causing them to spend excessive time searching for information about how to do their job.
3. Effective faculty orientation is especially critical during this time of faculty expansion and to ensure all employees (faculty and staff) have a common understanding of the College's mission, goals, philosophy and to serve as a venue to provide consistent and useful information.
4. Current sponsorship program lacked adequate management oversight. A significant number of respondents indicated that they either did not have a sponsor, or that their assigned sponsor was not available.
5. New faculty members are often not made to feel welcome in the college when they are not immediately provided such basics as a desk, computer, email access, etc.

Orientation Program Objectives

A key requirement for creating a positive environment for teaching and learning is effective integration of the college's faculty orientation and professional development programs (Brent & Felder, 2000). As the initial needs assessment indicated, CGSC had many non-integrated processes to support new faculty, but no comprehensive, integrated orientation program (Bogdan, Leslie, & Persyn, 2005). Therefore, this study explored faculty satisfaction with existing faculty orientation processes, rather than with a formal orientation program. Because many of these processes are managed at the department level, departmental differences also may have caused differences in levels of satisfaction with these processes. This study examined these satisfaction levels for differences that may indicate logical areas for standardization across all departments, leading to the eventual development of a college-wide program that incorporates the best practices from the individual departments.

Statement of the Problem

The fundamental problem prompting this study was that insufficient information existed to indicate what new faculty members consider critical to the new faculty orientation process at CGSC. Without that information, development and implementation of new faculty orientation program improvements could not be effectively accomplished.

Statement of the Purpose

The purpose of this study was to investigate to what extent faculty members were satisfied with their new faculty orientation process. This study was designed to identify whether the new faculty orientation processes at CGSC satisfactorily met the needs of new faculty members in the areas of sponsorship, enculturation, and indoctrination.

Research Questions

The following research questions guided this study:

1. Are new faculty members satisfied with their new faculty orientation experience? If so, to what extent? (Primary Research Question)
2. Does new faculty member satisfaction with orientation processes vary among and within campus locations, teaching departments, employment categories, academic ranks, and educational levels? If so, how? (Secondary Research Question)
3. Are elements of an effective new faculty orientation program missing in the CGSC institutional setting? If so, what elements are missing? (Secondary Research Question)

For the second research question, the null hypotheses were expressed as follows:

1. H_0 : There is no difference in new faculty members' satisfaction with the new faculty orientation processes when compared across campus locations.
2. H_0 : There is no difference in new faculty members' satisfaction with the new faculty orientation processes when compared across teaching departments.
3. H_0 : There is no difference in new faculty members' satisfaction with the new faculty orientation processes when compared across employment categories.

Significance of the Study

Several studies have explored the effectiveness of orientation programs to prepare new faculty members for their roles and responsibilities in traditional colleges and universities (Derrett, 1968; Fink, 1984; Turner & Boice, 1987; Clark, 1988; Sorcinelli & Austin, 1992; Wanous, Poland, Premack, & Davis, 1992; Rosch & Reich, 1996; Brawner, Felder, Brent, Allen, & Miller, 1999; Menges, 1999; Horton, 2003). However, very little research has examined this issue in a military service college setting. This study was significant because it added to the limited body of knowledge relating to the information and support needs of new faculty members in this area. It also provided recommendations regarding components that should be enhanced or added to institute more effective new faculty orientation programs.

Limitations of the Study

1. The results of this study are exploratory.
2. The study is limited in duration, thus limiting the results to short-term impressions by the faculty members.
3. The results of this study are limited by the accuracy and the truthfulness of the participants' self-reported data.
4. The collective results are generalizable only to populations with similar demographic characteristics, such as other military service colleges.

Definition of Terms

For the purposes of this study, the following definitions were used:

1. Faculty Development – “Faculty development generally refers to those programs which focus on the individual faculty member. The most common focus for programs of this type is the faculty member as a teacher” (What is Faculty Development?, 2002).
2. New Faculty Orientation – In this study, orientation refers to programs designed to prepare new faculty members for the initial demands associated with employment and teaching within the institution. Components of new

faculty orientation include: indoctrination, socialization, enculturation, sponsorship and mentorship (Boice, 1992b; Fink, 1992; Menges, 1999).

3. Faculty Socialization – “the process by which individuals acquire the attitudes, beliefs, values and skills needed to participate effectively in organized social life” (Dunn, Rouse, & Seff, 1994, p. 375).
4. Faculty Enculturation – This refers to the process of causing a faculty member to feel a sense of belonging in the institution (Rosch & Reich, 1996).
5. Sponsorship – Sponsorship is defined as the process of assisting a new faculty member in navigating through the orientation process (Boice, 1992b).
6. Mentorship – In this study, mentorship refers to programs that pair an experienced, senior faculty member with a new or junior faculty member in a close, long-term, one-on-one relationship (Sands, Parson, & Duane, 1991).
7. Collegiality – Collegiality entails mutual understanding, respect, and trust based upon a shared sense that it is in the common interest of all to cooperate in promoting the general welfare and the mission of the academic community (Chung, 2006).
8. New Faculty – Faculty members with less than 1 year as a faculty member at the institution.
9. Experienced Faculty – Faculty members with at least 1 year as a faculty member at the institution.
10. Title 5 Faculty – Faculty members hired under the federal civil service system (under Title 5 of the U.S. Code) that governs federal civilian jobs across all disciplines.
11. Title 10 Faculty – Faculty members hired under the special federal system (under Title 10 of the U.S. Code) that specifically addresses faculty needs at military educational institutions.
12. Contract Faculty – Temporary instructors employed by private companies that provide faculty augmentation under government contract when requisite skills and expertise cannot be fully met by the federal employment systems. These instructors are paid and supported by the contracting company, not directly by the federal government.

13. Intermediate Level Education (ILE) Common Core Course – The course of instruction that spans the first 3 months of the CGSC curriculum and provides the foundation for more advanced studies in joint, operational, and regional topics that follow in the Ft. Leavenworth 10-month course. Satellite campuses teach only the 3-month ILE Common Core portion of the CGSC curriculum (*CGSC Self Study Report*, 2005).
14. Satellite campus – One of the three alternate campus locations (Ft. Lee, VA, Ft. Belvoir, VA, and Ft. Gordon, GA) that provide the Intermediate Level Education (ILE) Common Core Course to Army officer students in selected specialized fields (e.g. acquisition officers).

Assumptions

The following assumptions were made for the purposes of this study:

1. As implemented at CGSC, initial new faculty orientation represents a set of educational requirements distinct from other faculty development offerings.
2. The survey responses provided by participants honestly and accurately represent their experiences and perceptions regarding their initial orientation and inclusion into the faculty population at CGSC.

Procedures

This study used established CGSC online survey procedures to collect faculty members' responses to questions about their new faculty orientation experiences. The study began by collecting information from faculty members to determine whether new faculty orientation processes met the faculty members' initial needs for information familiarizing them with the institution and procedures. Research examined faculty satisfaction differences between academic ranks, campus locations, teaching departments, educational levels, and employment categories.

This study used two surveys incorporating CGSC-specific questions to seek information regarding faculty satisfaction with new faculty orientation processes. First, current faculty members were asked to reflect on their experience in the college, recalling how satisfied they were with the information and assistance they received when they first

joined the faculty (Appendix D). This not only served as a pilot study for the new faculty survey, but also enabled the collection of data that might be used for comparison with new faculty results. Then, a revised instrument was distributed to new faculty members in order to obtain information about their views of the orientation processes they experienced as newly-reporting faculty members (Appendix E). The minor differences between the two surveys reflect wording that made the surveys specifically applicable to respective experienced or new faculty groups, and corrections highlighted by the pilot study.

The survey instruments were constructed using elements of the Dillman's Tailored Design Method (2000). Questions were chosen to elicit the information that would enable an exploratory determination of satisfaction with new faculty orientation processes. The phrasing and sequencing were reviewed by a pilot team of KSU doctoral students and CGSC faculty members with experience in survey research and familiarity with the CGSC setting. The final versions of each of the instruments represented consensus among the reviewers that the survey construction was a suitable instrument for data collection in support of this research study. Specifically, the surveys incorporated the following features to minimize survey error and enhance the quality and quantity of responses:

1. All new CGSC faculty members were surveyed to help minimize sampling error and coverage error.
2. To minimize measurement error, survey questions were chosen to conform to “principles for writing survey questions” (Dillman, 2000, p. 51).
3. Questionnaire construction conformed to Dillman’s recommendations for online and paper surveys.
4. To reduce non-response error, a cover letter was included describing the importance of the survey and email reminders were sent to non-responders.

Data collected through these surveys included both quantitative and qualitative components. Data analysis consisted primarily of quantitative methods, while the open-ended questions provided respondents an opportunity to add amplifying information. Comments to these open-ended questions were then categorized by topic, and examined for themes or trends. Additionally, because this was an exploratory study from which

additional research was anticipated, these questions also provided a basis for follow-on research using qualitative research methods.

This research was conducted online using Inquisite software. (Inquisite, 2003). In order to identify any hidden procedural deficiencies that could compromise the reliability or validity of the study, surveys were first distributed to researchers and non-faculty staff and administrators to validate the survey before distributing to actual survey participants. This validation process was used for each of the surveys prior to implementation as a research instrument. Reliability and validity analysis is detailed in chapter 4.

Names of new faculty members were obtained from the Faculty and Staff Development Division which conducts the initial Faculty Development Phase 1 (FDP1) teaching familiarization course through the CGSC Faculty Development Program. All new faculty members are required to attend this training before they are permitted to begin classroom instruction at CGSC. Periodically, a compilation of FDP1 graduates' names were provided to the survey manager in the Quality Assurance Division who then sent an email invitation to participate in the survey. The survey manager monitored only whether members had responded to the survey. Names of respondents were not linked directly to data. Instead, a unique, four-digit number was assigned to permit linkage of individual survey data with future surveys in support of follow-on research. This will enable more detailed analysis of longitudinal data without correlating to a specific faculty member. Research results are not presented in groupings small enough to compromise respondents' confidentiality. Additionally, to protect the confidentiality of other CGSC personnel who were not participants in this study, all names identified in the open-ended responses were removed.

Data was provided to researchers using standard Inquisite reports and as raw data in Microsoft Excel spreadsheet format to enable organization of data for use with electronic statistical analysis tools. Online, web-based methods were preferred to facilitate more automated data collection. As a backup, paper surveys were available and procedures were established for their handling to ensure confidentiality. However, since paper surveys were not actually used in this study, those procedures are not detailed in this report.

Population

The CGSC faculty comprises members representing four U.S. military services, non-US military organizations and civilians. A profile of the faculty is found in Table 1.2.

Table 1.2 CGSC Faculty Employment Category Demographics

Demographic Data as a Percent of Total Faculty					
	Academic Year				
	03-04	04-05	05-06	06-07	07-08
Faculty Size	335	294	319	408	496
Employment Category					
Military	79.10%	49.66%	37.79%	27.46%	22.59%
US Army	72.54%	41.50%	33.55%	24.22%	19.92%
US Navy	1.49%	1.70%	0.65%	0.47%	0.39%
US Marine Corps	0.60%	1.36%	0.81%	0.59%	0.49%
US Air Force	3.58%	4.08%	2.28%	1.65%	1.36%
Non-US Military	0.90%	1.02%	0.49%	0.35%	0.29%
Civilian	20.90%	50.24%	62.21%	72.54%	77.42%
Title 5	3.58%	1.70%	33.71%	26.22%	21.57%
Title 10	17.31%	47.62%	28.50%	46.32%	55.85%
Contractor		1.02%			

Analysis of Data

The Kruskal-Wallis non-parametric mean rank test was used to determine if statistically significant differences existed in the responses to the survey questions using department, employment category, academic rank, campus location, and educational level as variables. For open-ended questions, comments were categorized by topic, and then examined for themes and trends.

Summary

This chapter provided an overview of the research which follows. The purpose of this study was to investigate to what extent faculty members were satisfied with their new

faculty orientation process. In fulfilling this purpose, data were collected from new faculty members after they completed the initial Faculty Development Phase 1 (FDP1) teaching preparation course. The study spanned the timeframe from January 2006 through December 2007, a period characterized by an increase in the size of and change in the demographics of the faculty population at CGSC. Data were analyzed utilizing both quantitative and qualitative methods. Chapter 2 which follows presents the theoretical rationale and a discussion of the relevant literature upon which this study was based.

CHAPTER 2 - Review of the Literature

Introduction

This chapter includes a review of literature related to the study of faculty orientation for new faculty members. It begins with an overview of the information sources consulted as part of this study and a brief review of the relevant U.S. Army Command and General Staff College (CGSC) policy guidance and program directives. This is followed by a detailed review of faculty orientation component areas including faculty sponsorship, mentorship, socialization and enculturation. Various new faculty orientation programs developed as a result of related research studies are then examined. The literature from these areas provided a foundation for the development of a survey instrument to examine new faculty members' satisfaction with current orientation processes and to inform further research and program improvement in this component area of the CGSC Faculty Development Program.

Information Sources

Preliminary research included a document search for journal articles and dissertations related to faculty orientation programs and related research projects. Military service colleges and other selected colleges and universities were contacted requesting information regarding their orientation programs. The responses from these institutions were strikingly similar to what Boice found—that their new faculty orientation programs consisted of little more than introductory briefings by campus administrators and service providers, and addressing only the most basic information about benefits or available services (Boice, 1992b). These communications with other institutions, along with a review of the professional literature suggested that research in this neglected aspect of faculty education may represent an important contribution to the field of adult education, while satisfying an immediate need within the college. Not surprisingly, this neglect is most characteristic of institutions that have a largely stable and experienced faculty population, without a significant influx of new faculty members—institutions like CGSC. Fortunately, the literature also includes several

examples of new or resurrected orientation programs that now fill a void where a viable program did not previously exist or was not effective in meeting the needs of the institution or the faculty members. The following discussion reviews those that are most relevant to this study.

New Faculty Orientation

New faculty orientation includes those programs and processes—both formal and informal—that are intended to prepare faculty members for their professional responsibilities in teaching, research and service (Boice, 1992b). Inherent within the orientation process is the need to foster a sense of belonging within and commitment to the institution. Integral to the development of an effective orientation program is consideration of such factors as motivation, self-efficacy, and interpersonal interactions as they relate to the new faculty member. These three factors figure prominently in the extensive business-community research related to organizational behavior; and, because new faculty members at educational institutions share many of the characteristics and needs of new employees in other settings, those studies in organizational behavior have contributed significantly to the study of new faculty orientation.

Organizational behavior studies by Wanous (1992), Schein (1988), Vroom and Weick (1967), and Buchanan (1974) informed the new faculty orientation specific studies of Boice (1992b), Sorcinelli and Austin (1992), Menges (1999) and others. Associated with the discussion of faculty orientation in the professional literature are a variety of facets that are either related to or are components of faculty orientation. These include such areas as indoctrination, sponsorship, mentorship, socialization, and enculturation. While there is significant scholarly work addressing the various aspects relating to faculty orientation, there is scant research addressing these issues in military educational institutions—with one notable exception. Farrell (1999) investigated the socialization process among military faculty at the service academies as it related to workload and productivity with respect to teaching, research and service. In that study, Farrell provided a unique look at the factors affecting faculty socialization in a military academic setting where officership is emphasized over scholarship. Drawing from the work of Tierney and Rhodes (1993), he developed a socialization model tailored to the military faculty

population. Farrell's work relates directly to this study by highlighting how military faculty differs from civilian faculty. Just as he noted that military and civilian faculty may require distinct approaches to socialization, these differences may also require tailored approaches in other areas of faculty orientation.

Menges (1999) observed that writings about new and junior faculty fall into one of three types: manuals that are intended to help faculty succeed, reports on research in which faculty are the objects of study, and treatments of the organizations in which faculty work. Yet, these writings are "rarely built on a research foundation, although they may cite research" (p. xvii). Exceptions are the works of Boice, Sorcinelli and Austin, and Tierney and Bensimon (Menges, 1999). Of these, Boice is the most frequently cited—the common source of all subsequent research in this area, including the research of the other four leading researchers.

More than 20 years ago, Robert Boice began a four-year study of faculty in a university setting in which he explored a wide range of factors affecting the attitudes of faculty members as they progress through their first 8 semesters in the institution (Turner & Boice, 1987; Boice, 1991). In that study, Boice found that individual perceptions of success revolved around overcoming three intertwined obstacles: teaching, scholarship, and collegiality; that success in one generally depended on success in the other two. That research also formed the basis of his later work, *The New Faculty Member* (Boice, 1992b), that has become the foundation of subsequent scholarly work relating to the challenges and needs of new faculty.

Supported by his comprehensive research, Boice (1992b) asserted that our own prior experiences as new faculty members may give us a false sense of understanding of the information and support needs of new faculty members. He suggested that successful faculty members may not be the best sources of insight into what constitutes an effective new faculty orientation program. Implicit in Boice's observations is an understanding that, while one's own experience as a new faculty member may well have led to his or her success, a like experience may have contributed to another's failure. Clearly, success in each of the three areas of teaching, scholarship, and collegiality is driven by individual traits and characteristics as well as by institutional programs intended to fulfill the information and support needs of faculty members. A teacher who is a "natural," who

seems to have an innate sense of what works in the classroom and what does not may thrive despite a lack of continuing faculty development training addressing teaching techniques. A teacher who is a prolific reader and who writes well will feel much more comfortable in the realm of scholarly research and publication than will one who struggles in these areas. An outgoing and gregarious teacher who actively associates with the more experienced faculty members may not share the sense of loneliness that introverted and uncertain new teachers may feel (Boice, 1992b).

As Boice noted, these elements of success are inextricably linked. A teacher who is comfortable in the classroom will need to spend less time preparing for each class, and will have more time to conduct research and write for publication. That, in turn, would undoubtedly make the teacher feel more like a peer of the more experienced faculty members who are also engaged in these scholarly activities. Without an effective program to meet the needs of the insecure and uncertain new faculty members, it will be primarily the outgoing, natural teachers, who rapidly assimilate into the environment of scholarship who will succeed. If these successful faculty members are then the ones who design faculty orientation programs for future new faculty members—based on their own limited needs—the resultant orientation program will undoubtedly neglect those who are most in need of the help it is intended to provide (Boice, 1992b).

Inadvertently designing orientation programs around the wrong assumptions is one thing—but recognizing a deficiency without acting to correct it is quite another. Unfortunately, as Boice (1992b) found, such neglect is common:

Several surveys (see Kurfiss & Boice, 1990) suggest that new faculty orientations are common. As a rule, though, surveys provide few specifics about orientations. In a recent phone survey of fourteen campuses of diverse sorts, I confirmed the assumption that almost all campuses provide some form of orientation for new faculty. Most typically, these are brief and take the form of a meeting about benefits (insurance and retirement plans) and/or a reception for new faculty. Half of the campuses added one more element, a meeting where new faculty are exposed to a series of (ostensibly) brief talks by administrators (say, the vice president for academic affairs) and service providers (perhaps the director of the counseling center). None of these three most common kinds of orientations was

judged adequate by faculty developers reporting them. Nonetheless, all but three of these practitioners planned no immediate changes. The most common reasons were that (1) the campus program for faculty development was still relatively new and had not yet moved beyond its initial focus on TA training or instructional development for faculty; (2) there were too few new hires to justify more effort at orienting; and (3) the new faculty orientation was captive to territorial interests (for instance, the benefits office had been doing the orientation for years and did not want to give it up). Still, all these respondents expressed an interest in doing more; everyone recognized the need to deal with the coming infusion of new faculty. (pp. 220-221)

Similarly, Boice noted that campuses often neglect key components of new faculty support such as mentoring:

There are several common threads in recruiting, orientation, and similar processes, such as mentoring, that exemplify support activities for new faculty. As a rule, campuses have paid little attention to them, assuming, perhaps, that they are matters of common sense. And ordinarily, we have done little to ensure that new faculty get the best kinds of recruiting and orienting; while we readily agree that these are important activities, we may have hoped that the process would take care of itself. In fact, recruitment and orientation have commonly been conducted in deplorable fashion. The kindest description might be benign neglect. (p. 229)

Boice (1991) examined faculty members' attitudes during their first 3 years with the institution. Results of his study revealed that the first year of a new faculty member's experience typically begins with a first semester of "awkward beginnings" with initial feelings of loneliness, followed by gradual improvement in the sense of collegiality dependent on the substance of collegial help. This is followed by a second semester characterized by "disappointed expectations" regarding collegial support. Boice found that, without an effective new faculty orientation program, the initial loneliness and

disappointment may continue, with newcomers reaching a “new low” in the fourth semester, before they finally feel a part of the institution in the fifth semester.

Boice recognized that effective mentoring programs are essential to build collegiality early, provide better support and accelerate the assimilation of the new faculty into the institutional setting. Boice also found that collegiality issues were often the result of inadequate support for mentors and lack of self-help resources that mentors can provide to new faculty that “will accomplish a whole lot more than the handouts of rules and advice that we already disburse at orientations” (Boice, 1992b, p. 184). Interestingly, Boice noted that such self-help resources do exist. “Teaching assistant (TA) handbooks typically contain articles on the specifics of teaching (for example, the discussion method) and on coping in general (for example, services available at the counseling and career centers)” (pp. 194-195). But these resources are not typically made available to new faculty. More commonly, new faculty materials include “more mundane matters, such as parking and health insurance plans. Apparently, we suppose that new TAs are more in need of help or amenable to it than are new faculty” (p. 195).

As a result of his research, Boice developed a 4-part theory for nurturing new faculty that included involvement, regimen, self-management, and social networks (IRSS) in order to overcome the obstacles confronting new faculty members: teaching, writing, and collegiality. Boice also emphasized the importance of continued research regarding new faculty, and suggested institution-specific research to inform the development of effective institutional support systems. He identified four immediate steps that should be taken to determine how best to reform the current system (Boice, 1992b):

1. Survey recent hires to see what they liked and disliked about their orientations to campus.
2. Survey departments about recruiting practices. Help departments establish a regimen of collecting and acting on information about hiring and socializing new faculty.
3. Form campus committees to plan improved and uniform practices of recruiting and orienting.

4. Distribute guidelines for recruiting and orienting and take immediate action to assess the extent of their implementation. (p. 230)

Menges (1999) described the results of the New Faculty Project, a study by the National Center on Post Secondary Teaching, Learning and Assessment. The New Faculty Project was a study of new faculty at five colleges and universities during the first 3 years of their employment. The colleges included a community college, 2 liberal arts colleges (1 rural and 1 urban), and 2 universities (1 research and 1 comprehensive). The study included a 16-page survey seeking answers to the following questions regarding newcomer faculty members:

- What are their experiences as they meet new colleagues and students?
- How do they determine what is valued and what is not in their new work environment?
- Which characteristics of new faculty members facilitate their transitions?
- What features of the employing institutions promote satisfaction and productivity, and what features create dissatisfaction and stress?
- How are newcomers changed by the institution, and how can they positively influence the organizations that employ them? (p. xvii)

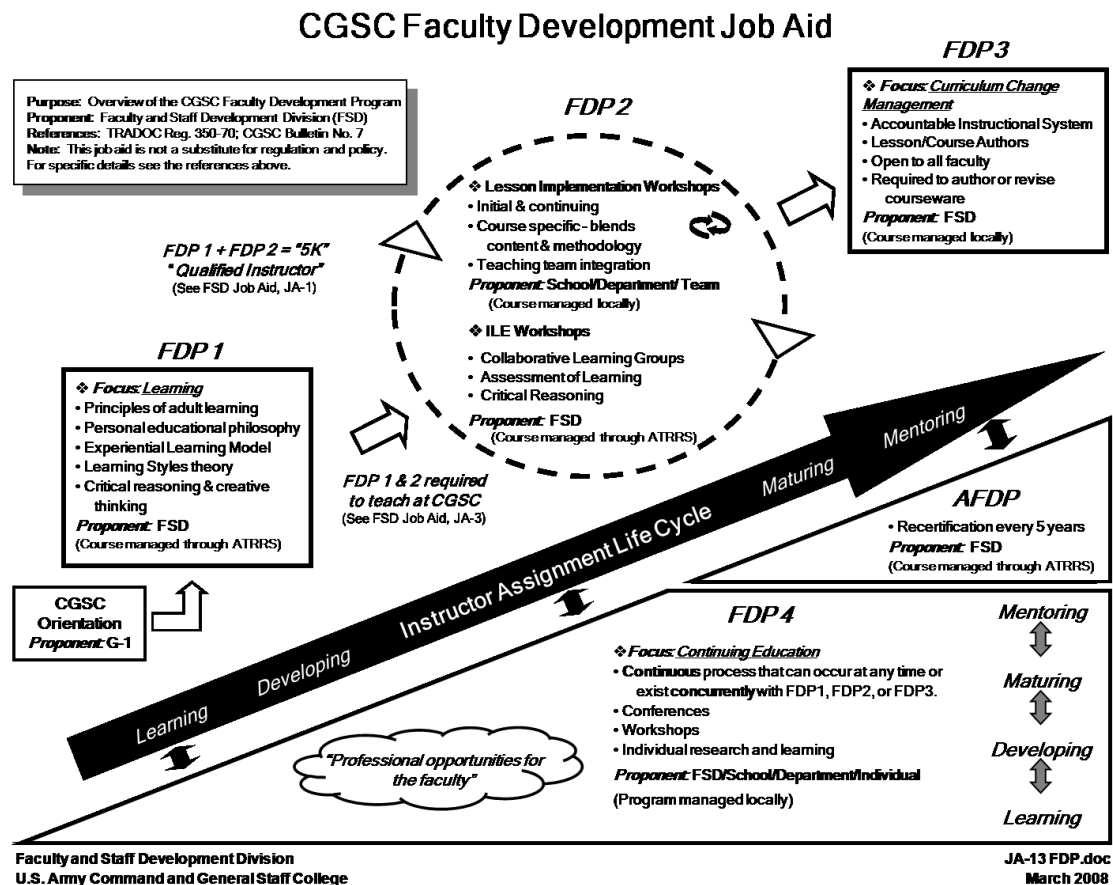
Menges (1999) identified five characteristics of junior faculty that potentially impeded their ability to overcome the challenges of the newcomer: (a) anxiety about surviving the job; (b) pressure from obligations that compete for their time and energy; (c) sense of isolation marked by fewer connections with colleagues than they expected or desired; (d) stress from professional matters that flow into non-work areas (family, etc.); and (e) dissonance about the rewards they receive for their work. Key findings indicated that stress increased from year 1 to year 3. Time allocation indicated that two thirds of their time was devoted to teaching during year 1, shifting to one third for years 2 to 3. Also significant was a striking absence of meaningful feedback beyond the generic, “you’re doing fine” during annual evaluations (p. 24).

CGSC Orientation Program Components

The U.S. Army Command and General Staff College has a comprehensive faculty development program that includes initial and continuing education for faculty members

to gain and maintain teaching skills and professional expertise. Figure 2.1 depicts the integration of the various elements of faculty development throughout the CGSC “instructor assignment life cycle.” In the lower left corner of this graphic, is the area that previous studies (*CGSC PAT Report*, 2003; *CGSC Self Study Report*, 2005) identified as lacking: CGSC Orientation. The factors affecting faculty satisfaction with the CGSC Orientation Program were examined in this study.

Figure 2.1 CGSC Faculty Development Job Aid



Factors Affecting Faculty Satisfaction

Ambrose, Huston, and Norman (2005) described their two-year qualitative study of 123 former and current faculty members at a small private university. Through interviews, they examined several factors affecting faculty satisfaction and retention at that institution. Their findings identified seven general categories representing sources of

satisfaction or dissatisfaction. These included five factors that are largely consistent with other studies such as salaries, collegiality, mentoring, reappointment, promotion and tenure process, and department heads. In addition, they identified two sources of satisfaction or dissatisfaction that were not predicted by previous research. These related to the city or region and to the interdisciplinary nature of the institution. As a result, this study highlighted the value of institution-specific research to uncover satisfaction-influencing factors that may not be observed in other institutions.

As Johnsrud and Rosser (2000) observe, “[t]o make a difference at the institutional level ... it may make most sense for an institution to measure faculty members’ perceptions specific to their campus” (p. 537). Without such data, universities cannot effectively target their problems, identify their strengths, or fully understand where their own experiences intersect with or diverge from the experiences of other institutions. This research provides both an in-depth look at faculty morale and retention within the context of a specific university culture and also a model that other institutions might follow to study the issues that confront their own faculties. (Ambrose, Huston, & Norman, 2005, p. 806)

Because CGSC, in some aspects, is very different from more traditional institutions, it is likely that it is also subjected to similar unexpected and unpredicted factors that affect the satisfaction level of new faculty members. Such factors might be related to the unique faculty composition of military and civilian members, to the unique curriculum, or to the unique connection to current military operations and direction by military authorities.

In 1989, The Carnegie Foundation for the Advancement of Teaching conducted a study of faculty at institutions in the Carnegie classifications of research, doctorate, comprehensive, liberal arts, and 2-year (Boyer, 1989). Although this study did not specifically look at professional or other categories that correlate most closely to CGSC, the results from this study do provide information that can be compared with the data from other institutions to indicate how closely CGSC fits with more traditional colleges. Specifically, this study found that faculty satisfaction with their college is affected by their attitudes regarding key orientation or indoctrination issues:

- Administration, including commitment to academic freedom, support of faculty, and management effectiveness;
- The quality of the undergraduate education offered;
- Professional issues, such as tenure, job security, and retirement prospects;
- Quality of life, including the quality of the intellectual environment, the sense of community, and the degree of identification faculty feel with their discipline, department, and institution;
- Financial stability of the institution;
- And the issue of affirmative action. (p. 93)

Perry, et al. (2000) examined the adjustment experiences of newly hired faculty using perceived control as the primary study variable. They found that perceptions of greater personal control are indicators of increased job satisfaction and future success for new faculty members. They offer two recommendations: first, institutions should hire high-control faculty; and second, institutions should “create an institutional climate that fosters perceived control in professors” (p. 189).

Siler and Kleiner (2001) conducted a qualitative, phenomenological study of nursing faculty in their first year to gain insight about the new faculty experience, specifically, the new faculty expectations about their new position as a faculty member. In the interview responses, they found four common themes that define the concerns of the new faculty in that setting: expectations, learning the game, being mentored, and fitting in (p. 399).

Latif and Grillo (2001) conducted a descriptive study of junior faculty in a pharmacy school setting to determine their satisfaction in the academic roles of teaching, research and service. Of note, the Latif and Grillo study used a research methodology very similar to that used in this study, including an online Likert-scale survey to assess satisfaction with various aspects of the faculty member’s role. They looked at factors contributing to a faculty member’s job satisfaction from the perspective of Herzberg’s Motivation-Hygiene theory (Herzberg, 1959). According to Herzberg’s theory, extrinsic factors relate to job dissatisfaction while intrinsic factors relate to job satisfaction. Using this framework, extrinsic factors of salary, departmental policies and amount of

supervision can limit job dissatisfaction but are not sufficient to cause job satisfaction. However, intrinsic factors that can promote job satisfaction include the following:

- A congruence between the institutional mission role and responsibilities of the individual faculty member;
- Available job promotion and tenure opportunities;
- The perceived institutional priority placed on supporting faculty development and growth. (Latif & Grillo, 2001, p. 142)

Several other studies have, either directly or indirectly, examined the issue of faculty satisfaction and its relationship to new faculty orientation processes. The studies by Blackburn and Lawrence (1995); Sheldon (2001); Austin (2003); Major and Dolly (2003); and Norman, Ambrose, and Huston (2006) yielded similar results to those addressed above.

Socialization and Enculturation

One of the earlier studies on the effects of orientation programs for new faculty was the Project on Teaching and Learning in Graduate Geography (TLGG) (Fink, 1984). That project studied 97 subjects in 30 institutions from the perspective of their satisfaction with the teaching preparation programs provided through the project. Demographically, the subjects in that study appear to be quite different from the faculty at CGSC. For example, 89% of the TLGG subjects were under the age of 35, while at CGSC, more than 95% are older than 35 (*CGSC Self Study Report*, 2005). In other ways, however, the subjects of the TLGG study provide important insights into perspectives that might be held by faculty members at a wide range of educational institutions including CGSC.

Fink (1984) identified several situational factors that affected teaching for new faculty members. These included the type of contract (tenure or non-tenure track), status of dissertation, size of teaching load, factors relating to the institution, companionship with colleagues, and factors relating to students. At the beginning of their first year, 41% of the participants in that study indicated that they thought their institution differed from other institutions of higher education in some significant or unusual way and 29%

thought that the differences would affect them as teachers, although they were not sure how. Comments from participants at institutions with similar characteristics to CGSC indicated that they felt they would require more preparation time (due to high caliber students and in interdisciplinary programs), and that they would be working with a predetermined curriculum (for students with restricted backgrounds). Participants' satisfaction during their first year was affected by how similar the new institution was to what they had experienced either as a student or as a faculty member at another institution. "As the difference between the institutions increased, the perceived effect became increasingly negative" (p. 45).

Fink's (1984) research identified attitudes among new faculty members similar to what Boice found in his research. Midway through their first year many of the participants expressed feelings of isolation, disappointment with students, exhaustion and insecurity. By the end of the first year, however, about two thirds of the participants were positive about their experience. When asked to recommend changes that the institution could make to improve the first-year enculturation process, some participants (14%) suggested increased institutional support for teaching: audiovisual aids, better classrooms, more flexibility in scheduling, and genuine support for quality teaching. However, a much larger group (62%) indicated that they would have appreciated more assistance from fellow faculty members. Most commonly cited forms of assistance that they would have welcomed included the following seven themes (Fink, 1984):

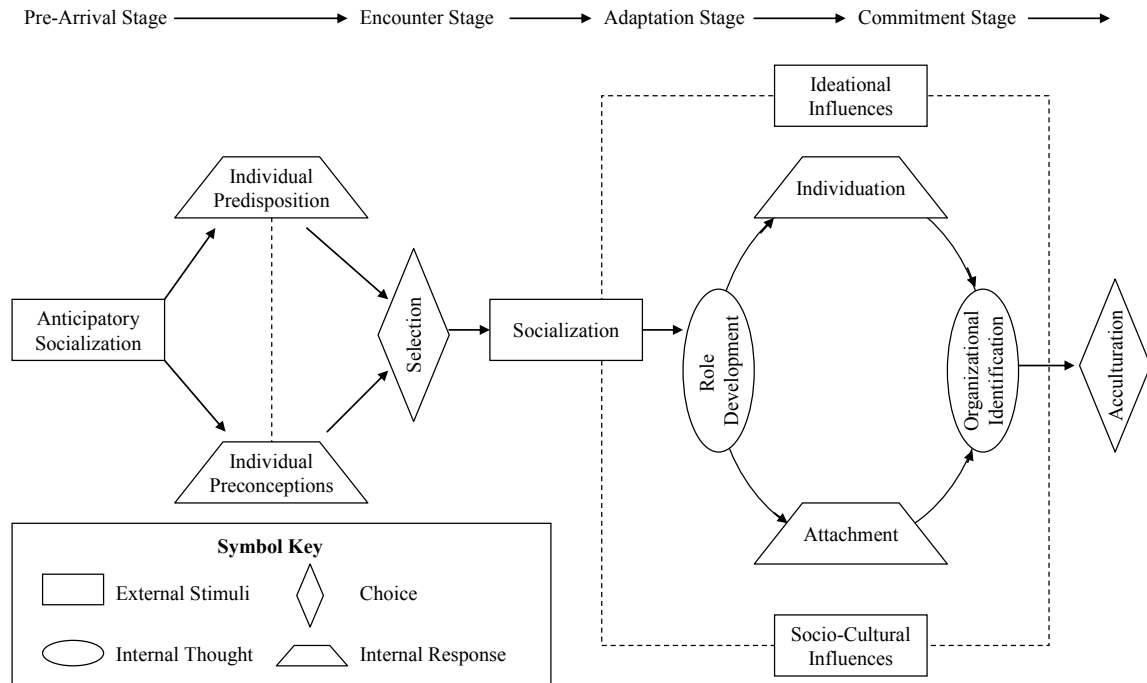
- Explanations of the availability of local resources for the support of teaching
- Discussions of the problems involved in teaching particular courses or in teaching at the institution
- Discussions of general problems involved in teaching
- Invitations to colleagues classes to observe, learn, and critique
- Offers to visit new faculty members classes to observe and make suggestions
- Explaining the criteria used in salary and personnel decisions
- Invitations to social events

In sum, institutions, departments, and colleagues can do a number of things to provide better support for new college teachers that they do not do, presumably either because they do not realize what they can do, or they are not sure that the assistance is really desired. (p. 107)

Finally, Fink pointed out that in the TLGG project, not all new faculty members found the teaching preparation programs helpful during their first year. This was attributed to two reasons: (a) some of the programs may not have been effectively delivered, and (b) faculty members who had previous teaching experience found the programs addressed topics and concepts with which they were already familiar. This serves as a reminder that not all new faculty are alike, and that, to be effective, new faculty orientation programs must accommodate a wide range of experiences and backgrounds.

Rosch and Reich (1996) looked at the socialization of new faculty into the higher education institutional culture by focusing on how different academic departments (“disciplinary subcultures”) select and socialize new faculty. They suggested that faculty motivation can be enhanced if deliberate inclusive tasks are undertaken to help new faculty move through the four stages of acculturation: pre-arrival, encounter, adaptation, and commitment as depicted in Figure 2.2. This theme was extended to the military higher education environment in Farrell (1999) as previously discussed.

Figure 2.2 Enculturation Model (refined)



Note: Rosch and Reich (1996, p. 117) .

Wanous (1992) modeled the matching of individuals and organizations by analyzing recruitment, selection, orientation and socialization processes as summarized in Table 2.1. Both Wanous and Rosch presented integrated socialization models containing four steps, derived from Feldman's (1976) three-stage entry model, Buchanan's (1974) three-stage early career model Porter, Lawler, and Hackman's (1974) three-stage socialization model and Schein's (1967) three-stage socialization model. Unlike Rosch who tested her model in academic settings, Wanous's model was applied to case studies from American business (Wanous, 1980, 1992).

Table 2.1 Individual and Organizational Issues at Four Stages of Entry (Wanous, 1992)

Individual and Organizational Issues at Four Stages of Entry		
Phase of Organisational Entry	The Newcomer Individual Perspective	The Organisation being entered Perspective
<ul style="list-style-type: none"> Recruitment: The process of mutual attraction 	<ul style="list-style-type: none"> Finding sources of information about job openings Determining the accuracy of information about particular organisations 	<ul style="list-style-type: none"> Finding sources of effective job candidates Attracting candidates with appropriate strategy (“selling” vs. “realism”)
<ul style="list-style-type: none"> Selection: The process of mutual choice 	<ul style="list-style-type: none"> Coping with job interviews and other assessment methods Deciding whether or not to apply Choosing from among job offers 	<ul style="list-style-type: none"> Assessing candidates for future job performance and retention
<ul style="list-style-type: none"> Orientation: The process of initial adjustment 	<ul style="list-style-type: none"> Coping with the stress of entry 	<ul style="list-style-type: none"> Managing both emotional and information needs of newcomers
<ul style="list-style-type: none"> Socialisation: The process of mutual adjustment 	<ul style="list-style-type: none"> Moving through typical stages Detecting one’s success 	<ul style="list-style-type: none"> Influencing newcomers with various tactics Using the psychology of persuasion

Tierney (1997) highlighted the importance of considering the perspective of junior faculty in understanding the socialization process within an institution. “Junior faculty offer a wealth of information about how academe incorporates new members into the academy, and in doing so they teach us about organizational norms, values, and culture.” (p. 7) Based on studies he conducted between 1992 and 1994, involving interviews of more than 300 faculty members from eight colleges and universities, Tierney drew important conclusions about the socialization process and the junior faculty views of teaching, research, and service. According to Tierney,

There is virtually no research that supports the view that individuals in organizations such as colleges and universities are socialized primarily through major flash points such as a "reality shock" or an abrupt ritualistic transition. Indeed, often our assumptions about socialization in higher education are folk wisdom that we derive from personal experience in our own organization, but we lack empirical data to support these assumptions. (p. 2)

Sponsorship, and Mentorship

The socialization and enculturation aspects of faculty membership are often initiated and influenced by specific representatives who provide some level of one-on-one assistance on behalf of the college: sponsors and mentors. Sands, Parson, and Duane (in Menges, 1999) defined a mentor as "one who serves as a guide or sponsor—one who looks after, advises, protects, and takes a special interest in another's development. Sponsorship and mentorship are related, but distinct, concepts. Although a sponsor relationship could develop into mentorship, the two roles are not interchangeable. Mentoring is one of the basic components of support for new faculty (Boice, 1992b). For purposes of this study, sponsorship is defined as the process of assisting a new faculty member in navigating through the orientation process. Mentorship, on the other hand, is defined as a long term relationship between a protégé and an expert where learning and professional development occurs primarily on a one-to-one basis (Boice, 1992b).

Sponsorship is an important part of socializing new faculty members into any educational institution and culture. As such, it is a vehicle that could help manage new faculty expectations. During the first semester, new faculty members face numerous obstacles to include loneliness, lack of collegiality and low intellectual stimulation (Boice, 1992b). At CGSC as at other institutions, sponsorship is one means of providing support to new faculty during the tumultuous first months in the college institution.

In April 2003, the Command and General Staff College published internal guidelines intended to reinforce support for new staff and faculty sponsorship (CGSC Bulletin Number 36, 2003). In this sponsorship program policy guidance the college recognized that "a strong sponsorship program is important to performance, morale, readiness, and retention" (CGSC Bulletin Number 36, 2003, p. 2). However, apart from

inconsistent department involvement, the sponsorship program did not meet new employee assistance needs as envisioned by the college leadership (*CGSC PAT Report*, 2003).

Boice (1992b) and Booth (1995) addressed the issue of mentoring for new faculty. Boice highlighted the importance of a sound mentoring program to start new faculty off on the right track to prevent "social isolation and intellectual understimulation" (p.230), while Booth described the comprehensive, 9-credit hour, state-mandated teacher education program in Iowa community colleges. The program included courses taught at Iowa State Universities, as well as mentor-monitoring outside of the course sessions. In many respects, this ongoing education reflects the comprehensive and ongoing CGSC Faculty Development Program. This source provides insight regarding how an initial orientation program should be integral with a comprehensive faculty education program.

Adjunct Faculty Issues

Bianco-Mathisand and Chalofsky (1996) addressed the issues associated with adjunct faculty. Included in this edited book are chapters by various authors covering a wide range of topics that pose unique challenges for adjunct faculty members. These discussions suggested the need to have unique, but parallel faculty development and orientation programs for adjunct faculty. This has direct application to the CGSC situation which includes CGSC satellite campus courses where permanent faculty members and courses for reserve officers taught by part-time instructors as part of The Total Army School System (TASS) CGSC Intermediate Level Education (ILE). Although initial near-term orientation program development focused primarily on resident faculty orientation, data were also collected from satellite campus faculty members and may indicate where appropriate adjustments to the orientation process could accommodate the needs of those adjunct faculty members.

Research Approaches

Selzer (2000) sampled 553 beginning teachers in Kansas using the Beginning Teacher Experience Survey (BTES) to determine the extent to which beginning teachers were being supported during their first year. Although this sample was very different

from the faculty at CGSC, the survey instrument did provide insight as to questions to ask to assess attitudes of faculty at CGSC. Statistical analysis of CGSC data relating to support categories similar to those reported in the Selzer study provided a good baseline for possible follow-on longitudinal studies of the CGSC faculty orientation processes.

Another instrument that provided an excellent framework for survey construction and question selection was the campus climate survey used by Sheldon (2001). That study sought employees' perceptions of the Cyprus Community College working environment regarding such areas as ethnic diversity and job satisfaction.

Orientation Models

Fink (1992) described five new faculty orientation programs and presented an assessment of their effectiveness considering cost and attendance, and the value to both the individual faculty member and the institution. Considerations included whether the program was centralized or decentralized, and whether the audience was full-time or adjunct faculty. That study related specifically to the conditions at CGSC with faculty representing both military and civilian groups, and with faculty serving the resident course in Ft. Leavenworth as well as satellite teaching locations. A brief description of each of the five programs follows:

1. The pre-semester, centralized program at the University of Texas at Austin consisted of 5 days, (3 full, 2 half days). Attendees were paid a stipend to attend.
2. The pre-semester, mandatory program at Southeast Missouri State University was a week-long teaching effectiveness workshop and included a \$250 honorarium for attending.
3. The during-semester, decentralized program at the University of Illinois was managed by the individual colleges. Typically, they met two to six times during the school year.
4. The University of Oklahoma conducted a during-semester, centralized program that included a weekly seminar that met throughout the first semester during lunch. It included a broader scope, including professional development aspects rather than just instructional development topics.

5. Finally, the adjunct faculty program at the University of Maryland, College Park was a robust program that supported 150-200 new first-time adjuncts per year. It involved a one-evening 3-hour orientation program that was repeated 3 times per year. The focus of that program was to inform newcomers about support services for faculty and students. (Fink, 1992)

Judy Horton (2003) described the faculty crisis facing Northern Virginia Community College (NVCC), how the college responded and the implementation of the combined orientation and mentoring program. Horton and Hintz (2002) provided an interim report of the complete research project and described the development, and implementation of the New Faculty Orientation and Mentoring Program. Specifically, the NVCC study addressed initiatives to overcome such challenges as a lack of a coherent orientation program for new faculty, a period of significant growth in faculty numbers and a high turnover of existing faculty. The NVCC study was a key reference for this faculty orientation study because of the similarities between the conditions experienced by NVCC in 2002 and what CGSC experienced between 2003 and 2008.

J. P. Murray (2002) described a study of several community college faculty development programs. Results indicated that colleges included in this study tended to design their faculty development programs on "perceptions of effectiveness" rather than on a concrete metric of effectiveness. Furthermore, Murray found that many faculty development programs tend to lack focused goals and objectives. Murray's study identified pitfalls to avoid in the design of an effective, integrated faculty orientation and development program for CGSC.

Jo Axe (2004) conducted a study of faculty orientation at the Canadian Royal Roads University (RRU). That study was particularly interesting for several reasons. Most notably, the institutional setting resembled that of CGSC in some key aspects. Both colleges served a more mature student population than traditional schools, both emphasized outcomes-based learning and assessment, and both used a team-based approach to teaching. Neither CGSC nor RRU conformed to the traditional semester system; instead they had groups of students starting at various times throughout the year.

RRU also employed approximately 300 associate (adjunct) faculty members who provided instruction through distributed learning methods. Because these associate

faculty members were not located on campus, and were therefore not available for face-to-face faculty development sessions, they presented a unique challenge for faculty orientation processes. To address this challenge, Axe examined the viability of online methods and processes to meet the orientation needs of these distant instructors. She offered several options regarding how an effective online orientation could be designed to meet the needs of remotely-assigned faculty members. Options include “an online course with facilitated discussion group; a self-paced online course; a facilitated discussion group; one-on-one mentoring; a static web page; or a combination of one-on-one mentoring and a static web page.” (p. 55)

Axe recommended a combination of one-on-one mentoring and a static web page for an online orientation program design. Advantages and disadvantages of this design are shown in Table 2.2.

Table 2.2 Online Orientation Program Design (Axe, 2004)

Combination of static web page and one-on-one mentoring	
Advantages	Disadvantages
1. Interactivity helps build community	1. The combination does not allow new faculty members to gain practical experience as online learners
2. Interactivity would allow instructors to feel connected to the university and thereby better understand the unique RRU culture	2. The mentor must have sufficient time to allow a useful mentoring relationship to develop
3. The combination would provide a place for instructors to ask questions and receive answers as needed	3. Careful matching of mentor to mentee would be necessary, or the results could be poor
4. All resources are together in one place	
5. The combination offers guided exposure to RRU by a seasoned faculty member	
6. Costs necessary to set up this option are not prohibitive	

CGSC has approximately 50 faculty members who are permanently assigned to satellite campuses, away from the face-to-face faculty orientation and development

opportunities that exist on campus at Ft. Leavenworth. In the past, new faculty members at satellite campuses were brought to Ft. Leavenworth for initial orientation and faculty development requirements; however, like RRU, expansion to include online instruction in these areas could improve access to main campus resources and better meet the developmental needs of satellite campus faculty members.

In describing the Lily Endowment Teaching Fellows Program, Austin (1992) advocated using periodic group meetings, individual projects and senior faculty mentors to develop new faculty and emphasized the importance of ensuring sufficient time is available outside of teaching responsibilities to focus on developmental activities, including retreats and conferences. This directly paralleled the conditions at CGSC where new faculty felt initially overwhelmed, without sufficient time to learn all they needed to be effective in the classroom.

In a study addressing the motivation of faculty during the first year of employment at Miami-Dade Community College in Florida, Belcher (1995) employed a research design very similar to that used in this study. The Miami-Dade study surveyed faculty hired between 1985 and 1993. Those responses were then grouped to include (a) those hired prior to implementation of the Teaching/Learning Project (TLP), (b) those hired after implementation of the orientation portion of the TLP, and (c) those who completed the entire TLP process. Similarly, in this CGSC study, surveys provided the data to compare responses of (a) current, experienced faculty who have been employed more than 1 year; and (b) faculty who have been employed less than 1 year. This study concludes with recommendations for a more effective faculty orientation program. Once an improved program is developed and implemented, follow-on research can build on this study by comparing survey results of faculty members who complete the updated orientation program.

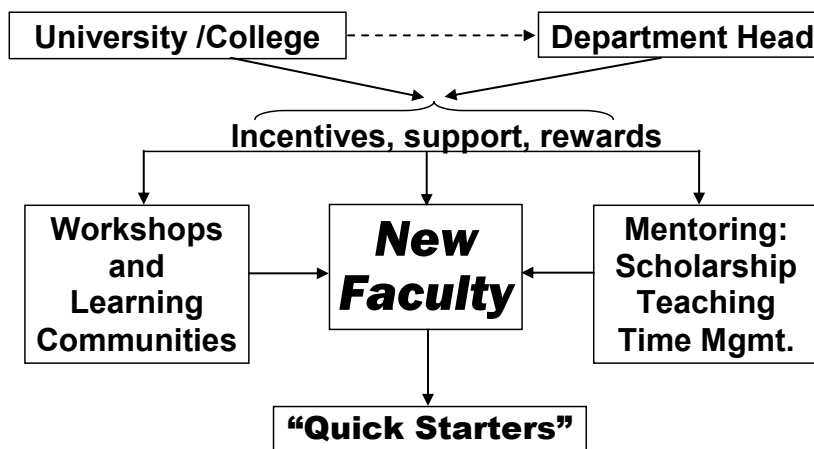
In their guide for department heads, Bensimon, Ward, and Sanders (2000) addressed three components of new faculty development: (a) recruitment and hiring; (b) the critical first year; and (c) evaluating the performance of new faculty. Particularly useful for this study are chapter discussions on "Providing Information Before Arrival" and "Developing New Faculty in the First Year." Additionally, the guide included detailed discussions regarding effective mentoring programs and evaluation procedures.

Most importantly, it outlined a framework for an effective, ongoing, full-year orientation program.

Brent and Felder (2000) described an orientation program developed by the Southeastern University and College Coalition for Engineering Education (SUCCEED). Their program model merged ideas from key authors including Sorcinelli and Austin (1992), Boice (1992b), Fink (1992), and McKeachie (1999). The intent of the SUCCEED program was to “help new faculty integrate into the academic community, understand institutional expectations, and adopt the practices that lead to early research productivity and teaching effectiveness.” (Brent & Felder, 2000, p. 2). This program included components of feedback, mentoring, and incentive, and rewards as depicted in Figure 2.3.

Figure 2.3 Elements of a New Faculty Support Program

Supporting New Faculty Members



Note. Brent and Felder (2000).

Representative Faculty Orientation Programs

Wildman, Hable, Preston, and Magliaro (2000) described the faculty study group program at Virginia Polytechnic Institute and State University. The study group concept focused on fostering reflective teaching, collaborative activity and interaction of faculty. Initiation of such a program at CGSC could initially contribute to the enculturation of

faculty members as part of the orientation program, and could provide an effective link with follow-on faculty development program phases.

Sorcinelli (2002) discussed how to create and sustain a teaching and learning center. She described the process of setting up a faculty development program based on her personal experience in developing teaching and learning centers and the research supported by data gathered at those centers. She presented the following ten principles of good practice for teaching and learning centers:

1. Build stakeholders by listening to all perspectives.
2. Ensure effective program leadership and management.
3. Emphasize faculty ownership.
4. Cultivate administrative commitment.
5. Develop guiding principles, clear goals, and assessment procedures.
6. Strategically place the center within the organizational structure.
7. Offer a range of opportunities, but lead with strengths.
8. Encourage collegiality and community.
9. Create collaborative systems of support.
10. Provide measures of recognition and rewards. (pp. 10-21)

Steven Beebe (2003) conducted a study for the American Council on Education to identify “best practices” for developing or enhancing a comprehensive teaching and learning center. What he found was consistent with the ten principles of good practice outlined by Sorcinelli (2002):

Offering workshops was listed as the number one best practice of teaching and learning centers. Under this practice were a host of specific workshops themes and objectives. Providing faculty mentoring programs (one-on-one assistance) emerged as the second best practice. The most important factors that are related to the success of teaching and learning centers are strong support from administrators followed by supportive faculty who are engaged in the work of the center. (Beebe, 2003, p. 4)

Beebe noted that the two primary factors limiting the effectiveness of teaching and learning centers are budget constraints and faculty perceptions that teaching effectiveness is less important than research in consideration for promotion and tenure.

Referencing previous research by Sorcinelli (2002) and others, Beebe observed, "What seems clear from the research is that there are no one-size-fits-all set of principles for establishing or maintaining a teaching and learning center; each campus needs to adapt to its own needs and faculty constituency." (2003, p. 2)

Horton (2003) asserted that Sorcinelli's 10 principles were validated in the development of the Northern Virginia Community College faculty orientation program. Reference to these principles could also contribute to creation of a viable faculty orientation program at CGSC.

Wildman (2002) described the one-day orientation program at Tomball College in Texas. Like CGSC, Tomball experienced a significant influx of new faculty but had no comprehensive orientation program to adequately prepare faculty for their roles. Instead, they conducted "orientation" at the end of the first year of employment in the form of a one-day, off-campus retreat. Retreats tended to surface issues that the faculty wished they had known at the beginning of their employment. Similar comments are frequently heard among faculty at CGSC during the first year of employment. These voiced concerns could provide a good topic list for inclusion in an effective initial orientation program.

In 1999, Triton College recognized the need to prepare for a large influx of new faculty as a wave of retirees was expected in 2000 (*New Faculty Orientation Plan*, 1999). Drawing from the research of Boice (1992b), Sorcinelli and Austin (1992) and the recommendations of a focus group of new faculty members, the Professional Development Committee established the following goals for their new faculty orientation plan: "(1) improve new faculty teaching and professional service skills, (2) help new faculty to create a professional development plan, and (3) involve new faculty in the campus community" (*New Faculty Orientation Plan*, 1999, p. 5). To achieve these goals, Triton instituted a robust mentoring program, with mentors selected from senior faculty members recognized for their teaching excellence and significant involvement in campus committees and activities. The program prescribed a monthly schedule that included

weekly mentor-protégé meetings and attendance by the pair at other campus programs, seminars and workshops relating to professional development of the new faculty member (*New Faculty Orientation Plan*, 1999).

Of note is the overwhelming similarity of the recommendations by the Triton new faculty focus group and the needs identified by CGSC faculty members in the *CGSC Command Climate Survey* (2003), the *2002 Process Action Team Report* (2003), and the *CGSC Self Study Report* (2005). Specifically, both Triton and CGSC faculty identified the needs for new faculty to have (a) an office, desk, computer and telephone on the first day of work; (b) more direction and guidance regarding classroom policies, and clear guidance regarding faculty evaluation procedures; (c) better information on tenure (Triton) and promotion (CGSC) processes; and (d) community information (schools, housing, etc.) for those new to the area. What is enlightening about these comments is that what new faculty members often lack are the most fundamental, and essential, new employee needs. That these are also often the most easily remedied deficiencies, requiring only a little attention by administrators, was the most striking evidence that the new faculty are truly a “neglected species” as Boice (1992b) so aptly described them.

Summary

This chapter provided a review of the literature related to the study of faculty orientation for new faculty members. These information sources were described in the context of faculty orientation component areas of faculty sponsorship, mentorship, socialization and enculturation. In this review, Boice stood out as the foundational authority for all faculty orientation studies during the past 2 decades. His work informed the works of other key authorities, including Menges (1999), Fink (1992), Austin and Sorcinelli (Austin, 1992; Sorcinelli & Austin, 1992; Sorcinelli, 2002), in each of these component areas. Two recurrent themes were noted throughout the professional literature relating to faculty orientation programs. First, Boice, Menges, and Sorcinelli highlighted the importance of conducting institution-specific research in order to identify the unique needs of new faculty members in their environment. Second, the first year of employment is a critical period, filled with new challenges, and unique developmental needs for new faculty at any institution. How well these needs are met by the

institution's formal and informal programs can have a profound impact on faculty members' initial job satisfaction and their future success in teaching, research and service. Finally, a review of faculty orientation approaches taken by other institutions provided insight into options that may be employed at CGSC to address new faculty orientation needs illuminated through this study.

CHAPTER 3 - Methodology

This chapter describes the methodology that was used in this study. The research questions are followed by a description of the research design and rationale for its selection, including an identification of the study variables, and discussion of the setting of the study, population and sample. The research design is then described in detail addressing its limitations, the instrument design and distribution plan, the validity and reliability values of the research instruments, and the data collection and analysis procedures that were employed.

Research Questions

The following research questions guided this study:

1. Are new faculty members satisfied with their new faculty orientation experience? If so, to what extent? (Primary Research Question)
2. Does new faculty member satisfaction with orientation processes vary among and within campus locations, teaching departments, employment categories, academic ranks, and educational levels? If so, how? (Secondary Research Question)
3. Are elements of an effective new faculty orientation program missing in the CGSC institutional setting? If so, what elements are missing? (Secondary Research Question)

For the second research question, the null hypotheses were expressed as follows:

1. H_0 : There is no difference in new faculty members' satisfaction with the new faculty orientation processes when compared across campus locations.
2. H_0 : There is no difference in new faculty members' satisfaction with the new faculty orientation processes when compared across teaching departments.
3. H_0 : There is no difference in new faculty members' satisfaction with the new faculty orientation processes when compared across employment categories.

Research Design Overview

This study used a unimodal, mixed-method design, including within-group and between-group analysis of survey data. The dependent variable, *satisfaction*, was measured using a questionnaire tailored to the specific CGSC new faculty orientation processes and the range of experiences possible from the spectrum of participants. Independent variables of primary interest were *campus location*, *teaching department*, *employment category*, *academic rank* and *educational level*. The survey sought demographic information and responses to specific questions regarding the type and amount of pre-arrival information provided by the institution, and adequacy of sponsorship and mentorship programs. Additionally, open-ended questions provided respondents an opportunity to add amplifying information; these comments were categorized by topic, and then examined for themes or trends. Because this was an exploratory study from which additional research was anticipated, these questions also provided a basis for follow-on research using qualitative research methods.

Setting for the Study

This study was conducted at the U.S. Army Command and General Staff College (CGSC), a graduate-level military educational institution with approximately 1800 graduates per year. CGSC was selected for this study for three reasons: (a) supportive college leadership interested in the results, (b) dramatic changes in faculty size and composition that may help spotlight problem areas, and (c) convenient access to the faculty and data by researcher who is also a faculty member.

Although CGSC is an Army organization, it is structured similarly to civilian colleges and is accredited by the North Central Association of Colleges and Universities to grant master's degrees through the Master of Military Art and Science program. New faculty members are assigned either to the resident course at Fort Leavenworth, or to one of the three satellite campuses (Ft. Lee, Ft. Belvoir, or Ft. Gordon). Each of the five teaching departments have responsibility for their personnel across all campuses, and are the principal providers of new faculty orientation needs for their own faculty members.

In the absence of a formal, college-wide orientation program, the teaching departments have independently developed their own indoctrination and sponsorship

programs. Consequently, satisfaction levels of faculty members in one department may differ significantly from those in another department. These potential differences could illuminate areas for intra-departmental improvements and inter-departmental standardization of new faculty orientation processes, and possible development of a formal, college-wide new faculty orientation program incorporating best practices of each of the departments.

A review of the literature revealed a number of elements common to effective new faculty orientation programs. These included emphasis on mentoring, scholarship, and teaching preparation. However, no studies were found that related these variables to levels of satisfaction with new faculty orientation programs in a military service college setting.

Online survey methods were chosen for the collection of data for the following reasons: rapid survey distribution and response; negligible cost, survey design flexibility; and ease of data collection and analysis (Dillman, 2000). The necessary survey design software was available at CGSC, along with the expertise to design effective surveys using the many tools and features available in the design software. All faculty members had access to the internet through a common computer network and browser software. Furthermore, they were accustomed to responding to online surveys distributed through the Quality Assurance Division as part of the continuing curriculum assessment process. Finally, automated data collection reduced the collection requirements for the researcher, helped maintain the confidentiality of respondents, and facilitated data analysis using the computer-based Statistical Package for the Social Sciences (SPSS) and other analysis software tools.

Data Sources

The primary source of data for this study was the study-specific online survey. Additionally, data from the *2002 Process Action Team Report* (2003), the *CGSC Command Climate Survey* (2003), and the *CGSC Self Study Report* (2005) provided background attitudinal and demographic data and guided the development of the survey used in this study.

Procedures

This study used established CGSC online survey procedures to collect faculty members' responses to questions about their new faculty orientation experiences. The study began by collecting information from faculty members to determine whether new faculty orientation processes met the faculty members' initial needs for information familiarizing them with the institution and procedures. Research examined faculty satisfaction differences between campus locations, teaching departments, educational levels, academic ranks, and employment categories.

The study used two surveys incorporating CGSC-specific questions to seek information regarding faculty satisfaction with new faculty orientation processes. First, current faculty members were asked to reflect on their experience in the college, recalling how satisfied they were with the information and assistance they received when they first joined the faculty (Appendix D). This not only served as a pilot study for the new faculty survey, but also enabled the collection of data that might be used for comparison with new faculty results. Then, a revised instrument was distributed to new faculty members in order to obtain information about their views of the orientation processes they experienced as newly-reporting faculty members (Appendix E). The minor differences between the two surveys reflect wording that made the surveys specifically applicable to respective experienced or new faculty groups, and corrections highlighted by the pilot study. Table 3.1 depicts the phased distribution of surveys to faculty members.

Table 3.1 Survey Distribution Plan

Survey Distribution Plan				
Group	Period			
	Jan - Jun 2006	Jul - Dec 2006	Jan - Jun 2007	Jul - Dec 2007
Experienced Faculty	O ^a			
New Faculty	O ^b			
New Faculty		O ^b		
New Faculty			O ^b	
New Faculty				O ^b

Note. ^aAsked respondents to recall what their new faculty orientation experience was like. (May reflect views about processes that are very different from the present system.)

^bSurveys distributed based on completion of FDP1, teaching preparation course.

The survey instruments were constructed using elements of the Dillman's Tailored Design Method (2000). Questions were chosen to elicit the information that would enable an exploratory determination of satisfaction with new faculty orientation processes. The phrasing and sequencing were reviewed by a pilot team of KSU and CGSC staff and faculty members with experience in survey research and familiarity with the CGSC setting. The final versions of each of the instruments represented consensus among the reviewers that the survey construction was a suitable instrument for data collection in support of this research study. Specifically, the surveys incorporated the following features to minimize survey error and enhance the quality and quantity of responses:

1. All new CGSC faculty members were surveyed to help minimize sampling error and coverage error.
2. To minimize measurement error, survey questions were carefully chosen to conform to “principles for writing survey questions” (Dillman, 2000, p. 51).
3. Questionnaire construction conformed to Dillman’s recommendations for online and paper surveys.

4. To reduce non-response error, a cover letter was included describing the importance of the survey and email reminders were sent to non-responders.

Data collected through these surveys included both quantitative and qualitative components. Data analysis consisted primarily of quantitative methods, while the qualitative questions provided respondents an opportunity to add amplifying information. Responses to these open-ended questions were then categorized by topic, and examined for themes or trends. Additionally, because this was an exploratory study from which additional research was anticipated, these questions also provided a basis for follow-on research using qualitative research methods.

This research was conducted online using Inquisite software. (Inquisite, 2003). In order to identify any hidden procedural deficiencies that could compromise the reliability or validity of the study, surveys were first distributed to researchers and non-faculty staff and administrators who to validate the survey before distributing to actual survey participants. This validation process was used for each of the surveys prior to implementation as a research instrument.

Names of new faculty members were obtained from the Faculty and Staff Development Division which conducts the initial Faculty Development Phase 1 (FDP1) teaching familiarization course through the CGSC Faculty Development Program. All new faculty members are required to attend this training before they are permitted to begin classroom instruction at CGSC. Periodically, a compilation of FDP1 graduates' names were provided to the survey manager in the Quality Assurance Division who then sent an email invitation to participate in the survey. The survey manager monitored only whether members had responded to the survey. Names of respondents were not linked directly to data. Instead, a unique, four-digit number was assigned to permit linkage of individual survey data with future surveys in support of follow-on research. This will enable more detailed analysis of longitudinal data without correlating to a specific faculty member. Research results are not presented in groupings small enough to compromise respondents' confidentiality. Additionally, to protect the confidentiality of other CGSC personnel who were not participants in this study, all names identified in the open-ended responses were removed.

Survey data was provided to researchers using standard Inquisite reports and as raw data in Microsoft Excel spreadsheet format to enable organization of data for use with electronic statistical analysis tools. Online, web-based methods were preferred to facilitate more automated data collection. As a backup, paper surveys were available and procedures were established for their handling to ensure confidentiality. However, since paper surveys were not actually used in this study, those procedures are not detailed in this report.

Reliability and Validity

The linear-scaling model of attitude measurement includes some inherent limitations. Because attitudinal surveys involve indirect measures of abstract concepts, achieving acceptable reliability and validity can be problematic and could jeopardize the value of the study. Oppenheim (1992) provided an excellent discussion of the issues of reliability and validity as they relate specifically to surveys that seek to measure attitudes and beliefs. These considerations are addressed here as they relate to this study.

Reliability

Reliability refers to the consistency within a measuring instrument. The instrument must be consistent with respect to the underlying continuum that the scale represents and to the conditions under which it is administered (Oppenheim, 1992). For this study, a 5-point Likert scale was used to express, in discrete terms, the underlying continuum of relative satisfaction and to enable analysis using computer-based statistical software to improve the quality of the survey research. The questionnaire items were assembled under area headings which grouped common aspects of the topic. The overview, orientation, employment satisfaction, demographics, and additional comments sections presented questions in a format specifically tailored to that section, with common response types grouped together. Survey items used consistent positive phrasing to enable the respondent to maintain a consistent mental scale within the section. Together, these features helped to improve consistency within each section. Additionally, questions were separately categorized to reflect fundamental component areas described by Boice (1992b). This allowed data to be easily re-ordered to facilitate sub-domain correlation analysis, item scaling, and discard of unwanted items to increase

reliability (Oppenheim, 1992). Qualitative questions were included to explore the subtleties and complexities affecting faculty attitudes and, therefore, their satisfaction with new faculty orientation processes. These questions revealed interconnections between the sub-domains and, when considered with sub-domain correlation analysis, help to inform future research.

In this study, it was impractical to conduct a test-retest measure of reliability as it likely would have produced unwanted resistance by respondents. Considering the complexity and subjectivity of the constructs for this study, the most appropriate method to assess reliability was by using the Cronbach's Alpha internal-consistency method. Because the Cronbach's Alpha coefficient gives an estimate of the proportion of the total variance that is not due to error, it provides a corresponding measure of the reliability of the scale (Oppenheim, 1992).

In clinical situations, and when the value of the scale for an individual is of interest, and acceptable value of α is typically set at 0.90 or higher. However, when comparing groups, α values of 0.7 to 0.8 are generally regarded as satisfactory (Bland & Altman, 1997). For this non-clinical study involving comparisons of groups, $\alpha > 0.7$ was considered satisfactory. Bland & Altman (1997) provide an example of using Cronbach's Alpha to measure internal consistency of a questionnaire designed to measure patient satisfaction:

In a recent example, McKinley et al devised a questionnaire to measure patient satisfaction with calls made by general practitioners out of hours. This included eight separate scores, which they interpreted as measuring constructs such as satisfaction with communication and management, satisfaction with doctor's attitude, etc. They quoted α for each score, ranging from 0.61 to 0.88. They conclude that the questionnaire has satisfactory internal validity, as five of the eight scores had $\alpha > 0.7$. In this issue Bosma et al report similar values, from 0.67 to 0.84, for assessments of three characteristics of the work environment. (p. 572)

A preliminary calculation of Cronbach's Alpha for the pilot study of experienced faculty yielded an $\alpha = 0.92$, well above the 0.7 to 0.8 considered satisfactory. This result

indicated that the survey was a reliable instrument and that proceeding with the survey of new faculty members was warranted. As a further assessment of reliability, the Cronbach's Alpha was calculated for each block of surveys received from the time-phased survey distribution plan. These results were consistent with those of the pilot study reliability test with values of $\alpha > 0.86$ for all survey issue blocks.

Validity

Validity refers to the degree to which an instrument measures what it is intended to measure. But, as noted earlier, we are seeking to measure an abstraction through indirect means. Thus, validity cannot be determined directly (Siegel, 1956; Oppenheim, 1992). To enhance validity, the survey instrument included questions across the domain of new faculty orientation components as described by Boice (1992b). To prevent the questionnaire from being overly-lengthy, the numbers of questions in each component area was limited to those items that best reflect the key aspects of the component areas.

Often, validity can be improved by using an appropriate, established, and previously validated instrument. Certainly, validated instruments exist that measure related satisfaction topics; however, given the unique nature of the CGSC setting and faculty composition, a survey tailored to this study was considered more valid than an established survey that was less likely to address the specifics of this setting. Reviews of related questionnaires including the *Cypress College Campus Climate Survey* (Sheldon, 2001) and the *CGSC Command Climate Survey* (CGSC Command Climate Survey, 2003) aided the development of the survey instruments customized for this study.

Data Collection

Sample Selection

As previously discussed, the CGSC faculty population represented a very diverse group. The primary focus was the purposeful sample of the CGSC population that included all those who had been assigned or employed as faculty members for less than 1 year. Names of new faculty members were obtained from the Faculty and Staff Development Division which conducts the initial Faculty Development Phase 1 (FDP1) teaching familiarization course through the CGSC Faculty Development Program. All

new faculty members are required to attend this training before they are permitted to begin classroom instruction at CGSC. Periodically, a compilation of FDP1 graduates' names were provided to the survey manager in the QAO division who then sent an email invitation to participate in the survey.

Survey Procedures

Data collection and administration of the study were the responsibility of the researcher. Data were collected online using the Inquisite Online Survey software. Paper surveys were available as a backup, but were not used. Before the survey was distributed to the target sample, survey delivery and data collection procedures were tested by selected CGSC staff members to identify any hidden procedural deficiencies that could compromise the reliability or validity of the study. A pilot test of the survey was then conducted. First, a paper version was distributed to a specially-selected pilot team of reviewers that included other KSU and CGSC faculty members with experience in survey research and familiarity with the CGSC study setting. When the pilot team reached a consensus that the organization and clarity of the survey instrument organization were adequate, an electronic version was created. The online survey was then also distributed to the pilot team members who took the survey as though they were part of the targeted group. In conjunction with this pilot test of the survey instrument by survey administrators, the data collection processes were also exercised and verified. Finally, the survey was distributed to a pilot group of experienced faculty members. Collectively, these procedures identified several minor errors and oversights that could have detracted from the validity of the survey data. Once all known errors and ambiguities were corrected, the survey was distributed to the desired new faculty sample group.

The Inquisite Online Survey software includes data collection provisions that facilitate subject confidentiality. Subjects received an email describing the purpose of the survey and opt-out procedures consistent with IRB standards. The email also contained a hyperlink that redirected them to the online survey and asked them to complete the response in a specified timeframe—typically within 2 weeks. At the end of that timeframe, a reminder was sent to the sample group, and the close-out date was specified. Responses were collected electronically, and assigned a computer-generated record

number. The Inquisite software also included several statistical tools and standard reports to facilitate analysis of the collected data. Additionally, the data could be exported to Microsoft Excel spreadsheet format for more flexible grouping, sorting and presentation of data and trends.

Analysis of Data

This study sought to answer the primary research question: Are new faculty members satisfied with their new faculty orientation experience? If so, to what extent? To help answer this primary question, two secondary research questions were defined, one informed by the responses to the Likert-scale questions and the other by responses to the open-ended questions. The statistical software package, SPSS, was used for statistical analysis of survey data.

Descriptive statistics were used to analyze the diversity of the sample and sample groups with respect to demographic factors including campus location, teaching department, employment category, academic rank, and educational level.

For analysis of the Likert-scale questions, the Kruskal-Wallis non-parametric mean rank test was used to determine if statistically significant differences existed in the responses to the survey questions using campus location, teaching department, employment category, academic rank, and educational level as variables. The Kruskal-Wallis non-parametric mean rank test is described by Equation 3.4 (Hinkle, p. 577-579):

$$H = \frac{12}{N(N+1)} \sum_{k=1}^K \frac{R_k^2}{n_k} - 3(N+1) \quad (3.1)$$

where $N = \sum n_k$ = total number of observations, n_k = number of observations in the kth sample, and R_k = sum of the ranks in the kth sample. The sampling distribution for H is the χ^2 distribution with $(K - 1)$ degrees of freedom, where K is the number of samples groups.

For large samples in which subjects responses are limited to a few choices as with a five-point Likert-scale survey, there will likely be a number of tied ranks for the Kruskal-Wallis statistical analysis. Although a small number of ties will have negligible impact on the Kruskal-Wallis test results, larger numbers of ties tend to increase the Type

I error. To correct for this, an adjusted value of H is calculated as shown in Equations 3.5 and 3.6:

$$H_{adj} = \frac{H}{D} \quad (3.2)$$

and,

$$D = 1 - \frac{\sum_{i=1}^G (t_i^3 - t_i)}{N^3 - N} \quad (3.3)$$

where G is the number of tied scores, and t_i is the number of ties within group i that are tied at that value (Siegel and Castellan, 1988).

The open-ended questions provided the data for answering the second secondary research question: Are elements of an effective new faculty orientation program missing in the CGSC institutional setting? If so, what elements are missing? The responses to these questions were categorized by topic, and then examined for trends. These trends were then matched to faculty orientation program elements common to other faculty orientation programs as described in the literature review.

Survey Organization

Respondents were first asked to rate the new faculty orientation processes of the college (Question 1) and for their assigned department (Question 2) using Likert-item choices. For statistical analysis, these choice selections were ranked from 1 (*non-existent*) through 5 (*excellent*). Questions 3 through 11 asked respondents to indicate their level of agreement with a series of statements about their satisfaction with their initial employment experiences. These Likert-item choices were ranked from 1 (*strongly disagree*) to 5 (*strongly agree*). Question 12 sought the respondents' view regarding how important they felt an effective faculty orientation program was to the success of the college. Responses to this question were ranked from 1 (*unimportant*) to 4 (*essential*). Questions 13 and 14 asked for specific responses regarding information they received or would have found useful. These questions did not use a Likert-scale and were not included in the initial quantitative analysis. Questions 15 through 22 asked respondents to indicate their level of satisfaction with specific aspects of their employment and

benefits. Responses were ranked from 1 (*highly dissatisfied*) to 5 (*highly satisfied*). Questions 7, 8, 15, 16, and 17 also included response-dependent branch questions. A negative response on each of these questions caused an open-ended question to be presented asking the respondent to explain the reason for their dissatisfaction with that aspect. Demographic information was requested in Questions 23 through 42 to provide categorization for statistical comparisons. Finally, a series of seven open-ended questions (43 through 49) provided respondents an opportunity to offer relevant amplifying information regarding their experiences and perspectives as new faculty members at CGSC.

The Protection of Human Rights

Approval for the study of human subjects was requested and received through both the Kansas State University and U.S. Army Command and General Staff College Institutional Review Boards (IRB). One factor contributing to the selection of the Inquisite Online Survey software was its inherent features that facilitate the protection of participants' confidentiality. Again, names of respondents are not linked directly to data, and research results are not presented in groupings small enough to compromise respondents' confidentiality. Appendix A is the IRB Application for KSU; Appendix B is the IRB Application for CGSC.

Summary

This study was based on responses to survey questions distributed to faculty members through established CGSC online survey procedures. It began by surveying faculty to determine whether new faculty members were satisfied with orientation processes designed to meet their initial familiarization, indoctrination and support needs. Research focused on comparing responses indicating levels of satisfaction within and between each of the campus locations, teaching departments, academic ranks, educational levels and employment categories.

CHAPTER 4 - Results

Introduction

This study investigated to what extent faculty members at the U.S. Army Command and General Staff College (CGSC) were satisfied with their new faculty orientation process at this military service college. The results of this study are reported in this chapter. First, an overview of the results describes the survey response rates and reliability calculations for the study. Then the sample demographics are compared to that of the population. Finally, analyses of the survey data are presented with respect to the research questions and hypotheses defined in chapter 3.

Overview of Results

Survey instruments were distributed online to 297 new faculty members at CGSC. From these, 171 valid responses were received for a response rate of 59.79% as shown in Table 4.1. Response rates for the four survey distribution subgroups ranged from 51.68% to 72.15%. For comparison, the response rate is also shown for the pilot study group of experienced faculty (51.88%). Eleven surveys from the new faculty sample and two from the experienced faculty pilot group were disqualified and not included in the analysis. Disqualified surveys were those received from respondents whose responses indicated that were not part of the targeted sample and, therefore should not have been sent a survey. For example, a response indicating that the member was a director, a staff member, or other employee who was not specifically part of the faculty resulted in disqualification of that record. Table 4.2 summarizes the reasons for rejection of the disqualified surveys.

Table 4.1 Survey Response Rate

Survey Group	Surveys Sent	Surveys Returned	Returned Surveys disqualified	<i>N</i>	Return Rate Percent ^a
Experienced Faculty (Pilot Study)	160	83	2	81	51.88%
Total New Faculty	297	182	11	171	59.79%
New Faculty Group 1	159	87	10	77	51.68%
New Faculty Group 2	79	57	0	57	72.15%
New Faculty Group 3	29	18	1	17	60.71%
New Faculty Group 4	30	20	0	20	66.67%

Note: ^aDisqualified surveys are excluded from both the Surveys sent and Surveys returned for this calculation. *Return Rate* = (Surveys Sent - Surveys disqualified)/*N*.

Table 4.2 Reasons for Rejection of Disqualified Surveys

Question Number	Reason for Rejection				Other reason
	35	26	28	As indicated	
Subject Number	Not in a teaching department	Academic Rank Not Answered	Education Level < Bachelors	reported "Not an Instructor"	
8	X	X		43	
19	X	X		27	Staff Member
28	X	X		27, 43, 49	Quality Assurance
49	X	X		43	Team Leader ^a
51		X		16a	
54	X	X		43	
77	X	X	X	49	
79	X	X		27	Ldr Dev. Spec.
81	X	X			Bachelors only
82	X	X	X	29f, 43	
156	X	X		27	Director

Note: ^aBecause respondent indicated "not an instructor" in question 43, Team Leader is assumed to refer to other than a teaching team.

Reliability

For this study, Cronbach's Alpha internal consistency method was used to assess survey reliability as described in chapter 3. Cronbach's Alpha was first calculated for the experienced faculty survey as part of the pilot study. A value of $\alpha = 0.92$ indicated that the survey exhibited sufficient internal consistency to be a reliable instrument for use with the study sample of new faculty members. The results for the new faculty survey were consistent with those found in the pilot study, with $\alpha = 0.88$, a very high reliability for a survey of this type. As a further assessment of reliability, the Cronbach's Alpha was also calculated for each block of surveys received from the time-phased survey distribution plan. As shown in Table 4.3, values of α range from 0.86 to 0.92 for all subgroups, well above the 0.7 to 0.8 generally regarded as satisfactory. (Bland & Altman, 1997)

Table 4.3 Cronbach's Alpha

Survey Group	N_s	M	SD	α
Experienced Faculty (Pilot Study)	81	70.41	12.99	0.92
Total New Faculty	171	74.05	10.68	0.89
New Faculty Group 1	77	75.69	8.65	0.86
New Faculty Group 2	57	70.74	12.87	0.91
New Faculty Group 3	17	77.41	11.11	0.91
New Faculty Group 4	20	74.30	7.73	0.87

Cronbach's Alpha was also calculated separately for quantitative questions within the overview, arrival needs, and employment satisfaction sections of the survey. The overview section included only two Likert-scale questions relating to the respondent's assessment of the orientation program at the CGSC and the department levels. The reliability for the overview section ($\alpha = 0.68$) was notably lower than for the overall survey ($\alpha = 0.90$) and for the arrival needs ($\alpha = 0.80$) and employment satisfaction sections ($\alpha = 0.84$). Lower reliability values were expected for sections with smaller numbers of items. The Spearman-Brown prophecy formula is used here to adjust for the different number of items in each of the sections. As in Brown, Cunha, and Frota (2001) this is done only to compare the reliability of subscales of different lengths, not to justify

a low reliability number. For the overview section, the Spearman-Brown prophecy formula yielded a comparable estimated reliability of $\alpha = 0.90$ when adjusting for an equivalent number of items (eight) included in the arrival needs and employment satisfaction sections. These results are shown in Table 4.4.

Table 4.4 Reliability by Survey Section

Survey Group	Items	<i>M</i>	<i>SD</i>	α	Spearman-Brown ^a
Overview (Q1, Q2)	2	7.00	1.88	0.68	0.90
Arrival needs (Q4 – Q11)	8	28.82	5.56	0.80	0.80
Empl. Satisfaction (Q15 – Q22)	8	30.34	4.61	0.84	0.84

Note: ^aEstimated for an equivalent number of 8 items for each section.

Reliability was also examined for the four topical categories. Four questions relating to personal and professional growth yielded a reliability of $\alpha = 0.75$, which was improved to $\alpha = 0.82$ with the deletion of question 3 from this grouping. For the subgroup relating to employment positions and responsibilities, consisting of four questions, reliability was improved from $\alpha = 0.64$ to $\alpha = 0.67$ with the deletion of question 15. Reliability for the remaining two subgroups was not improved with the deletion of any single item. The four questions comprising the sponsorship and personal support subgroup yielded the lowest reliability of the subgroups with $\alpha = 0.61$, while that for the salary and benefits subgroup (5 questions) was much higher at $\alpha = 0.79$. When adjusted for the baseline number of eight questions using the Spearman-Brown prophecy formula as in the survey section reliability discussion, the result indicated reliabilities comparable to those of the individual survey sections. Table 4.5 summarizes these results.

Table 4.5 Reliability by Topic Subgroup

Survey Group	Items	<i>M</i>	<i>SD</i>	α	Spearman-Brown ^a
Personal and professional growth (Q3, Q10, Q21, and Q22)	4	14.80	2.62	0.75	0.85
Empl. position and responsibilities (Q4, Q11, Q15, and Q18)	4	15.02	2.62	0.64	0.78
Sponsorship and personal support (Q5, Q6, Q7, and Q8)	4	14.68	3.08	0.61	0.76
Salary and benefits (Q9, Q16, Q17, Q19, and Q20)	5	19.12	2.99	0.79	0.86

Note: ^aEstimated for an equivalent number of 8 items for each section.

Demographics

The demographics for the overall CGSC population were described in chapter 1. In this section, the sample demographics are presented including details regarding educational experience, military background, prior military and civilian teaching experience, and other areas not reflected in the general population data.

Employment Category

Although civilians constituted more than three fourths of the CGSC faculty population, fewer than half of the new faculty respondents in this study were civilians. As shown in Table 4.6, active duty military represented 52.07% of the survey respondents.

Table 4.6 Demographic Data for Employment Category

	Total Faculty ^a	Percent of Population	New Faculty ^b	Percent of New Faculty
Faculty Size	496	100.00%	169	100.00%
Employment Category				
Military	112	22.58%	88	52.07%
US Army	96	19.35%	79	46.75%
US Navy	2	0.40%	2	1.18%
US Marine Corps	3	0.60%	1	0.59%
US Air Force	7	1.41%	5	2.96%
Non-US Military	4	0.81%	1	0.59%
Civilian	384	77.42%	81	47.93%
Title 5	107	21.57%	9	5.33%
Title 10	277	55.85%	70	41.42%
Contractor	0	0.00%	2	1.18%

Note: ^a Based on AY 07-08 total faculty population data.

^bTotal excludes 2 missing responses.

Gender

Distribution of the sample by gender compared closely with that of the CGSC faculty population as depicted in Table 4.7. The proportion of males was slightly higher for the sample (87.57%) than for the total faculty population (78.02%).

Table 4.7 Demographic Data for Gender

	Total Faculty ^a	Percent of Population	New Faculty	Percent of New Faculty
Faculty Size	496	100.00%	171	100.00%
Gender				
Male	387	78.02%	148	87.57%
Female	109	21.98%	23	13.61%

Note: ^a Based on AY 07-08 total faculty population data.

Distribution of the sample by race/ethnicity are shown in Table 4.8. To ensure that respondents were able to describe their race/ethnicity as they saw themselves, this question was presented as a fill-in-the-blank question. No discrete choices were provided to force responses into predefined choices. As a result, some variations in how they described themselves were noted, including variations of ethnicity such as “American,” and “Irish” that did not fit directly within the categories of the CGSC demographic databases. The proportion of respondents identifying themselves as “White” or “Caucasian” (93.49%) was slightly higher than for the total population (88.10%). No respondents identified themselves as “American Indian,” “Asian, Pacific Islander” or “Black.”

Table 4.8 Demographic Data for Race/Ethnicity

	Total Faculty ^a	Percent of Population	New Faculty	Percent of New Faculty
Faculty Size	496	100.00%	171	100.00%
Race/Ethnicity				
American Indian	6	1.21%	0	0.00%
Asian, Pacific Is.	49	9.88%	0	0.00%
Black	22	4.44%	0	0.00%
Hispanic	9	1.81%	1	0.59%
White	437	88.10%	158	93.49%
Other, Unknown ^b	16	3.23%	12	7.10%

Note: ^a Based on AY 07-08 total faculty population data.

^bIncludes responses that were not specifically identified as Caucasian or White. These responses included: not answered (5), "American" (2), "C" (2), "Irish" and "irish-american" (2), and "Other" (1).

Assigned Directorate

The sample distribution generally corresponded with that of the faculty population, with three exceptions. The greatest difference was observed for the School for Command Preparation, which constituted only 2.92% of the sample, but 11.51% of the total faculty population. Differences of 5% between the sample and population

proportions were also noted in the Leadership and Tactics Departments. The distribution of the sample by directorate (department) is shown in Table 4.9.

Table 4.9 Assigned Directorate

Directorate	Sample Frequency	Sample Percent	Population Percent
Joint, Interagency, and Multinational Operations (DJIMO)	38	22.22%	21.64%
Logistics and Resources Operations (DLRO)	25	14.62%	13.42%
Command Leadership (DCL)	19	11.11%	16.16%
Center for Army Tactics (CTAC)	45	26.32%	21.37%
Military History (DHM)	11	6.43%	8.22%
School for Advanced Military Studies (SAMS)	6	3.51%	4.38%
School for Command Prep (SCP)	5	2.92%	11.51%
Sister Services	6	3.51%	3.29%
Other ^a	16	9.36%	
Total	171	100.00%	100.00%

Note: ^aOther responses include: CGSC Staff, DAO (2), CGSS-MLO (2), NRS, CARL (2), FSD, DLDC (3), and Unspecified (4).

Academic Achievement

In addition to the general demographic data shown in Table 4.10, respondents were also asked to provide specific information about themselves regarding their academic rank, educational experience and educational level (completion of advanced degrees). These data are shown in Tables 4.10, 4.11, and Table 4.12. Most new faculty members were hired at the entry-level academic rank of instructor as shown in Table 4.10. Further analysis of those new faculty members at higher academic ranks examined the proportions of different academic ranks (Table 4.10), educational experiences (Table 4.11), and advanced degrees (Table 4.12).

Table 4.10 Academic Rank

Academic Rank	Sample Frequency	Sample Percent	Population Percent
Instructor	114	66.67%	58.25%
Assistant Professor	27	15.79%	18.42%
Associate Professor	19	11.11%	15.53%
Professor	8	4.68%	7.80%
Not Answered	3	1.75%	
Total	171	100.00%	100.00%

CGSC faculty members reported significant prior experience as faculty in a variety of higher education institutions as depicted in Table 4.11. The table only includes sample data because similar data for the total faculty population was not included in existing databases. Many respondents had experience in more than one type of educational setting as reflected by 286 responses from 171 respondents. Thus, the sample percentage is greater than 100% (167.25%). Responses categorized as “Other” reflected training and education roles in military basic or advanced training schools; in civilian universities, as either adjunct faculty or ROTC instructors; or as tutors.

Table 4.11 Previous Experience as an Educator in the Classroom

Classroom Experience	Sample Frequency	Sample Percent
Military service college (including prior tours at CGSC)	55	32.16%
Military service academy	14	8.19%
Civilian university or college	53	30.99%
Elementary or secondary education	19	11.11%
Military training classroom	90	52.63%
Other ^a	33	19.30%
Not Answered	22	12.87%
Total ^b	286	167.25%

Note: ^aOther responses include: Basic and Advanced Career Courses (Field Artillery, Armor, Infantry, etc.) (30), ROTC (3), CAS3 (2), Chemistry/Algebra Tutor

^bQuestion allowed multiple responses, thus total is greater than 100 percent of respondents.

Table 4.12 compares the distribution of graduate degrees between the sample and the total population. Results of this study indicated a higher proportion of respondents with doctorates (16.96%) and a lower proportion with less than master's degree qualifications than were indicated in the overall population.

Table 4.12 Demographics for Educational Level

Educational Level	Sample Frequency	Sample Percent	Population Percent ^a
One or more earned doctorates	29	16.96%	11.49%
Completion of all doctoral course work except dissertation (ABD)	4	2.34%	
Course work leading toward doctorate	11	6.43%	
One or more master's degrees	110	64.33%	80.44%
Course work leading toward master's degree	9	5.26%	
Bachelor's degree or lower	8	4.68%	8.06%
Total	171	100.00%	100.00%

Note. ^aNo data is available for the total CGSC population except in the doctorate and master's categories.

Analysis Overview

This study sought to answer the primary research question: Are new faculty members satisfied with their new faculty orientation experience? If so, to what extent? To help answer this primary question, two secondary research questions were defined, one informed by the responses to the Likert-scale questions and the other by responses to the open-ended questions. Descriptive statistics were used to answer the first secondary research question: Does new faculty member satisfaction with orientation processes vary among and within campus locations, teaching departments, employment categories, academic ranks, and educational levels? If so, to what extent? The statistical software package, SPSS, was used for analysis of the Likert-scale survey data. The open-ended questions provided the data for answering the second secondary question. For open-ended questions, comments were categorized by topic, and then examined for trends. These trends were then matched to faculty orientation program elements common to other faculty orientation programs as described in the literature review in order to help answer the second secondary research question: Are elements of an effective new faculty orientation program missing in the CGSC institutional setting? If so, what elements are missing?

Respondents were first asked to rate the new faculty orientation programs/processes of the college (Question 1) and for their assigned department (Question 2) using Likert-item choices. For statistical analysis, these choice selections were ranked from 1 (*non-existent*) through 5 (*excellent*). Questions 3 through 11 asked respondents to indicate their level of agreement with a series of statements about their satisfaction with their initial employment experiences. These Likert-item choices were ranked from 1 (*strongly disagree*) to 5 (*strongly agree*). Question 12 sought the respondents' view regarding how important they felt an effective faculty orientation program was to the success of the college. Responses to this question were ranked from 1 (*unimportant*) to 4 (*essential*). Questions 13 and 14 asked for specific responses regarding information they received or would have found useful. These questions did not use a Likert-scale and were not included in the initial quantitative analysis. Questions 15 through 22 asked respondents to indicate their level of satisfaction with specific aspects of their employment and benefits. Responses were ranked from 1 (*highly dissatisfied*) to 5 (*highly satisfied*). Questions 7, 8, 15, 16, and 17 also included response-dependent branch questions. A negative response on each of these questions caused an open-ended question to be presented asking the respondent explain the reason for their dissatisfaction with that aspect. Demographic information was requested in Questions 23 through 42 to provide categorization for statistical comparisons. Finally, a series of seven open-ended questions (43 through 49) provided respondents an opportunity to offer relevant amplifying information regarding their experiences and perspectives as new faculty members at CGSC.

Analysis of Quantitative Data

For statistical analysis, a composite satisfaction score for each subject was calculated as the sum of responses for the 19 satisfaction-related Likert-scale Questions 1 through 11 and 15 through 22. Although statisticians do not universally agree on this point, there is substantial literature supporting the interpretation of Likert-scale responses as representing an underlying continuum of satisfaction in satisfaction surveys (Schacht, 2005; Jaccard, and Wan, 1996). Therefore, as discussed in chapter 3, Likert-scale data

was considered to represent an underlying continuum of faculty satisfaction and was treated as interval data for statistical analysis purposes in this study. Analysis of variance (ANOVA) is appropriate for analysis of data which meets the following criteria: interval or ratio data, independence of cases, normality, and homogeneity of variances. Because it is a more powerful test than Kruskal-Wallis, analysis of variance would have been preferable in this study provided the other criteria for such analysis were met. To determine whether ANOVA was appropriate for this study, tests were conducted for normality and homogeneity of variance (Hinkle, Wiersma, & Jurs, 2003).

Tests of Normality

First, a test for normality was conducted using the Statistical Package for the Social Sciences (SPSS) *explore* function. Both the Kolmogorov-Smirnov and Shapiro-Wilk methods were calculated using the overall subject satisfaction level as the dependent variable, and teaching department, academic rank, campus location, educational level, and employment category as factors. Based on the Kolmogorov-Smirnov method, the distribution of responses did not differ significantly from a normal distribution ($p > 0.05$) for teaching department (except for the category of “other,” which was not considered a department). Using Shapiro-Wilk, results indicated that the distribution differed significantly from a normal distribution for Military History and Joint Operations Departments (in addition to the undefined “other” category). Results are shown in Table 4.13.

Table 4.13 Tests of Normality for Department Factor

Department	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	<i>D</i>	<i>df</i>	<i>p</i>	<i>W</i>	<i>df</i>	<i>p</i>
Military History	0.2273	11	0.1173	0.8353	11	0.0274
Logistics	0.0857	24	0.2000*	0.9772	24	0.8384
Joint Operations	0.1116	38	0.2000*	0.9317	38	0.0227
Leadership	0.1816	18	0.1201	0.9245	18	0.1552
Tactics	0.0888	46	0.2000*	0.9728	46	0.3498
Other	0.1679	29	0.0357	0.9318	29	0.0613

*This is a lower bound of the true significance.

^aLilliefors Significance Correction

The survey data were also examined for normality with respect to the educational level factor. Using Kolmogorov-Smirnov and Shapiro-Wilk methods, the distribution of responses were found to be significantly different ($p < 0.05$) from a normal distribution for all educational levels except the bachelor's, pre-master's, and pre-doctorate educational levels as shown in Table 4.14.

Table 4.14 Tests of Normality for Educational Level Factor

Education Level	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	<i>D</i>	<i>df</i>	<i>p</i>	<i>W</i>	<i>df</i>	<i>p</i>
Bachelor's	0.1949	8	0.2000*	0.9685	8	0.8864
pre-Master's	0.2491	8	0.1542	0.8960	8	0.2659
Master's	0.0918	107	0.0270	0.9821	107	0.1598
pre-Doctorate	0.1753	11	0.2000*	0.9211	11	0.3282
ABD	0.3983	4	.	0.7620	4	0.0497
Doctorate	0.1938	28	0.0085	0.9068	28	0.0166

*This is a lower bound of the true significance.

^aLilliefors Significance Correction

Normality tests based on the academic rank factor showed no significant difference between the sample distribution and a normal distribution ($p > 0.05$) for all academic ranks. These results are shown in Table 4.15.

Table 4.15 Tests of Normality for Academic Rank Factor

Academic Rank	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	<i>D</i>	<i>df</i>	<i>p</i>	<i>W</i>	<i>df</i>	<i>p</i>
Instructor	0.0757	113	0.1344	0.9920	113	0.7529
Assistant Professor	0.1382	29	0.1661	0.9287	29	0.0509
Associate Professor	0.1966	18	0.0642	0.9144	18	0.1027
Professor	0.1847	6	0.2000*	0.9462	6	0.7095

*This is a lower bound of the true significance.

^aLilliefors Significance Correction

For the employment category variable, both the Kolmogorov-Smirnov and Shapiro-Wilk tests indicated no significant difference between the sample distribution and a normal distribution for U.S. Military and Title 5 employment categories ($p > 0.05$), and a significant difference between the sample and normal distributions for the Title 10 employment category. For employment categories of Non-US Military ($n = 1$) and Contractor ($n = 0$), the values of the dependent variable, subject satisfaction, were constants and not consistent with a normal distribution. Table 4.16 shows these results.

Table 4.16 Tests of Normality for Employment Category Factor

Employment Category ^{b,c}	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	<i>D</i>	<i>df</i>	<i>p</i>	<i>W</i>	<i>df</i>	<i>p</i>
US Military	0.0832	85	0.2000*	0.9807	85	0.2348
Title 5	0.1386	9	0.2000*	0.9548	9	0.7423
Title 10	0.1735	70	0.0000	0.9267	70	0.0005

*This is a lower bound of the true significance.

^aLilliefors Significance Correction

^bSubjSatis is constant when EmpCat = Non-US Military. It has been omitted.

^cSubjSatis is constant when EmpCat = Contractor. It has been omitted.

Tests of Homogeneity of Variance

Next, homogeneity of variance was examined using the Levene test. This test indicated that the variance of the sample distribution was homogeneous ($p > 0.05$) for teaching department, educational level, and academic rank factors as shown in Tables 4.17, Table 4.18, and Table 4.19.

Table 4.17 Levene Test of Homogeneity of Variance for Teaching Department

Department	<i>W</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
Based on Mean	0.8215	5	160	0.5360
Based on Median	0.7806	5	160	0.5650
Based on Median and with adjusted d	0.7806	5	152	0.5651
Based on trimmed mean	0.8338	5	160	0.5274

Table 4.18 Levene Test of Homogeneity of Variance for Educational Level

Education Level	<i>W</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
Based on Mean	0.7018	5	160	0.6229
Based on Median	0.9351	5	160	0.4599
Based on Median and with adjusted d	0.9351	5	153	0.4600
Based on trimmed mean	0.7380	5	160	0.5960

Table 4.19 Levene Test of Homogeneity of Variance for Academic Rank

Academic Rank	<i>W</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
Based on Mean	1.9230	3	162	0.1279
Based on Median	1.3433	3	162	0.2622
Based on Median and with adjusted d	1.3433	3	132	0.2631
Based on trimmed mean	1.8565	3	162	0.1391

For the employment category factor, the variance of the dependent variable, subject satisfaction, was not homogeneous when based on mean, but was homogeneous when based on median. Additionally, as with the test of normality for the employment category factor, non-US military ($n = 1$) and contractor ($n = 0$) categories were omitted

from the test because the values of the dependent variable for these categories were constant. Results are shown in Table 4.20.

Table 4.20 Levene Test of Homogeneity of Variance for Employment Category

Employment Category ^{a,b}	<i>W</i>	<i>df1</i>	<i>df2</i>	<i>p</i>
Based on Mean	4.7296	2	161	0.0101
Based on Median	2.0167	2	161	0.1364
Based on Median and with adjusted d	2.0167	2	133	0.1371
Based on trimmed mean	4.3144	2	161	0.0150

^aSubjSatis is constant when EmpCat = Non-US Military. It has been omitted.

^bSubjSatis is constant when EmpCat = Contractor. It has been omitted.

The test of homogeneity of variance for the campus location factor did not yield meaningful results because the value of the dependent variable for the Ft. Belvoir campus location ($n = 3$) was a constant.

In summary, overall results of the tests of normality showed that the distribution of data differed significantly from a normal distribution for all evaluation factors except academic rank, and that variances were homogeneous for factors teaching department, academic rank, and educational level. Based on these results, analysis of variance was only appropriate for analysis of data with respect to the academic rank factor. Therefore, Kruskal-Wallis non-parametric mean rank test was used for further analysis. Table 4.21 summarizes these results.

Table 4.21 Summary of Normality and Homogeneity of Variance Tests

Summary of Normality and Homogeneity of Variance tests				
Factor	Normality Test		Homogeneity of Variance	ANOVA Warranted?
	Kolmogorov-Smirnov	Shapiro-Wilk		
Teaching Department	Yes	No	Yes	No
Academic Rank	Yes	Yes	Yes	Yes
Educational Level	No	No	Yes	No
Campus Location ^a	No	No	No	No
Employment Category	No	No	No ^b	No

^aInsufficient data to yield meaningful results for campus location.

^bHomogeneous only when based on mean, not when based on median.

Kruskal-Wallis Analysis

Using the Kruskal-Wallis non-parametric mean rank test, responses to the Likert-scale survey questions were compared to identify any statistically significant differences in respondents' satisfaction levels between the primary categories of assigned directorate, academic rank, campus location, educational level, and employment category. Then the Kruskal-Wallis test was used to compare responses within the topical categories for any statistically significant differences in respondents' satisfaction using the primary categories as variables for this comparison. Kruskal-Wallis analysis of data is presented below for each of the elements of the first secondary research question.

No statistically significant difference existed for any of the primary comparison groups at the .05 level of significance. A summary of the between-group analysis is contained in Table 4.22.

Table 4.22 Kruskal-Wallis Between-groups Test of Sample

	<i>df</i>	<i>H</i>	<i>D</i>	Adj. <i>H</i>	<i>p</i>
Department	5	5.90	0.9985	5.9124	0.3148
Campus Location	3	4.45	0.9985	4.4585	0.2160
Academic Rank	3	2.47	0.9985	2.4732	0.4802
Employment Category	4	3.17	0.9985	3.1763	0.5288
Educational Level	5	2.90	0.9985	2.8997	0.7154

Within-group Analysis of Sample

A further analysis was conducted using Kruskal-Wallis methods to determine whether there were any statistically significant differences within each of the comparison categories of assigned directorate, campus location, academic rank, employment category, and educational level. If any statistically significant differences existed for any of these category groups, post hoc analysis would have been warranted.

Analysis of Assigned Directorate (Department)

Mean rank scores for the dependent variable, subject satisfaction, were calculated for the assigned directorate category using SPSS non-parametric tools. The mean ranks ranged from a low 71.70 for the joint operations department to a high of 103.50 for the Military History Department as shown in Table 4.23.

Table 4.23 Descriptive Statistics for Assigned Directorate (Department)

		<i>N</i>	Mean Rank
Subject Satisfaction	History (DMH)	11	103.50
	Logistics (DLRO)	25	94.24
	Joint Ops (DJIMO)	38	71.70
	Leadership (DCL)	18	91.39
	Tactics (CTAC)	46	83.48
	Other	33	90.97
	Total	171	

As shown in Table 4.24, the Kruskal-Wallis test indicated there was no statistically significant difference between departments with $H(5) = 5.912$, $p > 0.05$.

Table 4.24 Kruskal-Wallis Test for Assigned Directorate (Department)

Subject Satisfaction	<i>df</i>	<i>H</i>	<i>D</i>	<i>Adj. H</i>	<i>p</i>
Department	5	5.912	0.999	5.921	0.315

Mean rank scores for the dependent variable, subject satisfaction were calculated for academic ranks using SPSS non-parametric tools. The mean ranks ranged from a low 80.83 for the instructor subcategory to a high of 104.08 for the professor subcategory (Table 4.25).

Table 4.25 Descriptive Statistics for Academic Rank

Subject Satisfaction		<i>N</i>	Mean Rank
Academic Rank	Instructor	115	80.83
	Assistant Professor	29	91.50
	Associate Professor	18	90.14
	Professor	6	104.08
	Total	168	

The Kruskal-Wallis test indicated there was no statistically significant difference between academic ranks with $H(3) = 2.473$, $p > 0.05$ (Table 4.26).

Table 4.26 Kruskal-Wallis Test for Academic Rank

Subject Satisfaction	<i>df</i>	<i>H</i>	<i>D</i>	<i>Adj. H</i>	<i>p</i>
Academic Rank	3	2.473	0.999	2.477	0.480

Mean rank scores for the dependent variable, subject satisfaction, were calculated for employment categories using SPSS non-parametric tools. The mean ranks ranged from a low 43.50 for the contractor subcategory to a high of 89.81 for the U.S. military subcategory (Table 4.27).

Table 4.27 Descriptive Statistics for Employment Category

Subject Satisfaction		<i>N</i>	Mean Rank
Employment Category	US Military	88	89.81
	Non-US Military	1	59.50
	Title 5	9	72.56
	Title 10	70	83.31
	Contractor	2	43.50
	Total	170	

The Kruskal-Wallis test indicated there was no statistically significant difference between employment categories with $H(4) = 3.176$, $p > 0.05$ (Table 4.28).

Table 4.28 Kruskal-Wallis Test for Employment Category

Subject Satisfaction	<i>df</i>	<i>H</i>	<i>D</i>	<i>Adj. H</i>	<i>p</i>
Employment Category	4	3.176	0.998	3.181	0.529

Mean rank scores for the dependent variable, subject satisfaction, were calculated for the campus location category using SPSS non-parametric tools. The mean ranks ranged from a low 38.83 for the satellite campus subcategory to a high of 144.00 for the Ft. Gordon subcategory (Table 4.29).

Table 4.29 Descriptive Statistics for Campus Location

Subject Satisfaction		<i>N</i>	Mean Rank
Campus Location	Ft. Leavenworth	164	86.23
	Ft. Belvoir	2	66.25
	Ft. Gordon	1	144.00
	Satellite	3	38.83
	Total	170	

The Kruskal-Wallis test indicated there was no statistically significant difference between campus locations with $H(3) = 4.458$, $p > 0.05$ (Table 4.30).

Table 4.30 Kruskal-Wallis Test for Campus Location

Subject Satisfaction	<i>df</i>	<i>H</i>	<i>D</i>	<i>Adj. H</i>	<i>p</i>
Campus Location	3	4.458	0.999	4.465	0.216

Mean rank scores for the dependent variable, subject satisfaction were calculated for the educational level category using SPSS non-parametric tools. The mean ranks ranged from a low 65.50 for the bachelor's level to a high of 89.91 for the master's level (Table 4.31).

Table 4.31 Descriptive Statistics for Educational Level

Subject Satisfaction		<i>N</i>	Mean Rank
Educational Level	Bachelors	8	65.50
	pre-Masters	9	78.28
	Masters	110	89.91
	pre-Doctorate	11	76.18
	ABD	4	76.38
	Doctorate	29	84.28
	Total	171	

The Kruskal-Wallis test indicated there was no statistically significant difference between educational levels with $H(5) = 2.900$, $p > 0.05$ (Table 4.32).

Table 4.32 Kruskal-Wallis Test for Educational Level

Subject Satisfaction	<i>df</i>	<i>H</i>	<i>D</i>	<i>Adj. H</i>	<i>p</i>
Educational Level	5	2.900	0.999	2.904	0.715

Thirty-eight respondents indicated that they were assigned to the Department of Joint, Interagency, and Multinational Operations (DJIMO). Within this department, no statistically significant difference existed for any of the primary comparison groups at the .05 level of significance. A summary of the within-group analysis for the Joint Operations Department is contained in Table 4.33.

Table 4.33 Kruskal-Wallis Within-group Test of Joint Operations (DJIMO)**Department**

	N_s	H	D	Adj. H	p
Joint Operations (DJIMO)	38	5.9037	0.9985	5.9124	0.3148
Campus Location		0.4712	0.9961	0.4730	0.4916
Academic Rank		0.5410	0.9961	0.5431	0.9093
Employment Category		3.6569	0.9961	3.6713	0.2992
Educational Level		4.0378	0.9961	4.0538	0.3988

Twenty-five respondents indicated that they were assigned to the Department of Logistics and Resource Operations (DLRO). All respondents in this group indicated assignment to the Ft. Leavenworth campus location, so no comparison could be made for this subgroup. For the other three categories, no statistically significant difference existed at the .05 level of significance, with values of p ranging from the low, 0.3002 for employment category to the high, 0.8718 for academic rank. A summary of the within-group analysis for the Logistics Department is contained in Table 4.34.

Table 4.34 Kruskal-Wallis Within-group Test of Logistics (DLRO) Department

	N_s	H	D	Adj. H	p
Logistics (DLRO)	25	5.9037	0.9985	5.9124	0.3148
Campus Location ^a		--	--	--	--
Academic Rank		0.2732	0.9962	0.2743	0.8718
Employment Category		2.3972	0.9962	2.4064	0.3002
Educational Level		3.3190	0.9962	3.3318	0.5039

Note: ^aNo responses received that indicated campus location.

From the Department of Command Leadership (DCL), 18 responses were received. In their responses, no statistically significant difference existed at the .05 level of significance, although employment category was very close at $p = 0.0611$. All other categories were well above this value with educational level, academic rank, and campus location values of $p = 0.2251$, 0.3325, and 0.4640 respectively. A summary of the within-group analysis for the Leadership Department is contained in Table 4.35.

Table 4.35 Kruskal-Wallis Within-group Test of Leadership (DCL) Department

	N_s	H	D	Adj. H	p
Leadership (DCL)	18	5.9037	0.9985	5.9124	0.3148
Campus Location ^a		0.5333	0.9947	0.5362	0.4640
Academic Rank		2.1898	0.9947	2.2014	0.3326
Employment Category		5.5599	0.9947	5.5893	0.0611
Educational Level		2.9670	0.9947	2.9827	0.2251

Note: ^aInsufficient data. Only one respondent indicated Satellite Campus.

The largest number of responses was received from the Center for Army Tactics Department (CTAC) with 46 respondents identifying this as their assigned directorate. As with other departments, no statistically significant difference existed for the Tactics Department at the .05 level of significance, with p values from 0.1260 for employment category, to 0.8686 for campus location. Between these extremes are academic rank, $p = 0.1508$, and educational level, $p = 0.2712$. Table 4.36 summarizes the within-group analysis for the Tactics Department.

Table 4.36 Kruskal-Wallis Within-group Test of Tactics (CTAC) Department

	N_s	H	D	Adj. H	p
Tactics (CTAC)	45	5.9037	0.9985	5.9124	0.3148
Campus Location		0.0273	0.9974	0.0274	0.8686
Academic Rank		3.7731	0.9974	3.7831	0.1508
Employment Category		2.3353	0.9974	2.3415	0.1260
Educational Level		6.3612	0.9974	6.3780	0.2712

The Department of Military History (DMH) had the smallest number of responses with 11 members. As with other departments, no statistically significant difference existed for DHM at the .05 level of significance, with p values ranging from 0.02662 for campus location, to 0.7243 for academic rank. Employment category and educational level had identical p values of 0.4271 for this department. Results for the Military History Department are shown in Table 4.37.

Table 4.37 Kruskal-Wallis Within-group Test of Military History (DMH)**Department**

	N_s	H	D	Adj. H	p
Military History (DMH)	11	5.9037	0.9985	5.9124	0.3148
Campus Location ^a		1.2250	0.9909	1.2362	0.2662
Academic Rank		0.6392	0.9909	0.6451	0.7243
Employment Category		0.6250	0.9909	0.6307	0.4271
Educational Level		0.6250	0.9909	0.6307	0.4271

Note: ^aInsufficient data. Only one respondent indicated Satellite Campus.

An additional 33 responses were received from respondents identifying their assigned directorate as something other than these five departments: 6 from the School for Advanced Military Studies program (SAMS), 6 from the Air Force Element (AFELM); 5 from the School for Command Preparation (SCP); and 16 more who identified their department as “Other” without any additional description. These 33 were not separately analyzed using Kruskal-Wallis because they were not considered to be a homogeneous department grouping, and any within-group analysis would, therefore, be meaningless.

Within-group Analysis of Campus Location

Ft. Leavenworth was identified as the assigned campus location for 165 of the 171 respondents. Within this campus location, no statistically significant difference existed for any of the primary comparison groups at the .05 level of significance, although academic rank was just above this threshold at 0.0636. A summary of the within-group analysis for the Ft. Leavenworth campus is contained in Table 4.38.

Table 4.38 Kruskal-Wallis Within-group Test of Ft. Leavenworth Campus

	N_s	H	D	Adj. H	p
Ft. Leavenworth	165	4.4518	0.9985	4.4585	0.2160
Department		12.0525	0.9984	12.0716	0.2093
Academic Rank		8.8882	0.9984	8.9022	0.0636
Employment Category		6.7938	0.9984	6.8046	0.2356
Educational Level		4.6653	0.9984	4.6727	0.4571

Only six respondents indicated that they were assigned to a satellite campus: two at Ft. Belvoir, one at Ft. Gordon, and three who were not specific, identifying only that they were assigned to an unnamed satellite campus. This data set was too small to conduct any meaningful within-group analysis for this category.

Within-group Analysis of Academic Rank

The largest grouping in the academic rank category was that of instructor with 114 respondents indicating this as their rank. A statistically significant difference existed within the instructor rank at the .05 level of significance only for the employment category comparison group ($p = 0.0437$). No analysis was performed for the campus location subgroup which included only 2 subgroups (resident and satellite) and only 2 responses in the satellite subgroup. For the other categories, values of p were 0.2563 and 0.3370 for department and educational level subgroups, respectively. A summary of the within-group analysis for the instructor rank is contained in Table 4.39.

Table 4.39 Kruskal-Wallis Within-group Test of Instructor Rank

	N_s	H	D	Adj. H	p
Instructor	114	2.4695	0.9985	2.4732	0.4802
Department		8.9368	0.9986	8.9493	0.2563
Campus Location		0.0000	0.0000	0.0000	0.0000
Employment Category		9.8002	0.9986	9.8140	0.0437
Educational Level		5.6869	0.9986	5.6949	0.3370

Twenty-seven respondents indicated that they held the academic rank of assistant professor. With this small group, within-group analysis was only appropriate for the educational level subgroup. A p value of 0.3532 for this group indicates no statistically significant difference at the .05 level of significance. A summary of the within-group analysis for the academic rank of assistant professor is contained in Table 4.40.

Table 4.40 Kruskal-Wallis Within-group Test of Assistant Professor Rank

	N_s	H	D	Adj. H	p
Assistant Professor	27	2.4695	0.9985	2.4732	0.4802
Department ^a		0.0000	0.0000	0.0000	0.0000
Campus Location ^a		0.0000	0.0000	0.0000	0.0000
Employment Category ^a		0.0000	0.0000	0.0000	0.0000
Educational Level		3.2501	0.9969	3.2600	0.3532

Note: ^aInsufficient group n to support within-group analysis of this subgroup.

Nineteen respondents identified their academic rank as associate professor. Group n for campus location and employment category subgroups were insufficient to permit within-group analysis for those categories. Within-group analysis with respect to department and educational level subgroups yielded p values of 0.4997 and 0.7790, respectively. For this rank, no statistically significant difference existed at the .05 level of significance. Table 4.41 is a summary of the within-group analysis for the academic rank of associate professor.

Table 4.41 Kruskal-Wallis Within-group Test of Associate Professor Rank

	N_s	H	D	Adj. H	p
Associate Professor	19	2.4695	0.9985	2.4732	0.4802
Department		4.3342	0.9956	4.3533	0.4997
Campus Location ^a		0.0000	0.0000	0.0000	0.0000
Employment Category ^a		0.0000	0.0000	0.0000	0.0000
Educational Level		0.4974	0.9956	0.4996	0.7790

Note: ^aInsufficient group n to support within-group analysis of this subgroup.

Finally, 8 respondents identified the academic rank of professor as their rank. This group was too small to facilitate any within-group analysis for this academic rank.

Within-group Analysis of Assigned Employment Category

The largest employment category group was that of U.S. active duty military officers constituting 88 of the respondents. Within this employment category, no statistically significant difference existed for any of the primary comparison groups at the .05 level of significance, with values of p ranging from 0.2238 for academic rank to 0.5192 for campus location. A summary of the within-group analysis for the U.S. active duty military employment category is contained in Table 4.42.

Table 4.42 Kruskal-Wallis Within-group Test of U.S. Active Duty Military Category

	N_s	H	D	Adj. H	p
US active duty military	88	3.1715	0.9985	3.1763	0.5288
Department		9.9963	0.9979	10.0170	0.2638
Campus Location		0.4145	0.9979	0.4154	0.5192
Academic Rank		5.6746	0.9979	5.6863	0.2238
Educational Level		6.1443	0.9979	6.1570	0.2912

The next largest number of responses was received from Title 10 civilians with 70 respondents in this category. For this category, a statistically significant difference at the .05 level of significance was noted for the department subgroup ($p = 0.0281$), but not for any other subgroup. For the other subgroups, p values were 0.2513 for campus location, 0.5556 for academic rank, and 0.8739 for educational level. Table 4.43 summarizes the within-group analysis for the Title 10 Civilian employment category.

Table 4.43 Kruskal-Wallis Within-group Test of Title 10 Civilian Category

	N_s	H	D	Adj. H	p
Title 10 civilian	70	3.1715	0.9985	3.1763	0.5288
Department		14.0965	0.9968	14.1413	0.0281
Campus Location		1.3120	0.9968	1.3161	0.2513
Academic Rank		2.0753	0.9968	2.0819	0.5556
Educational Level		0.6949	0.9968	0.6971	0.8739

The remaining three groups comprised only 12 respondents with 10 Title 5 civilians, 1 non-US military, and 1 contractor. Therefore, within-group analysis was not performed for these employment categories due to the small size of these groups.

Within-group Analysis of Educational Level

Only two educational levels contained sufficient numbers of responses to support within-group analysis—master’s and doctorate. Most of the respondents reported that they had completed one or more master’s degrees, but were not pursuing a doctorate. Within this group, no statistically significant difference existed for the comparison groups of department, campus location, or academic rank, with p values of 0.2104, 0.9067, and 0.4946 respectively. Too few responses were received for the employment category subgroup to allow within group analysis of that group. A summary of the within-group analysis for the master’s educational level is contained in Table 4.44.

Table 4.44 Kruskal-Wallis Within-group Test of Master’s Educational Level

	N_s	H	D	Adj. H	p
Master's	112	2.8954	0.9985	2.8997	0.7154
Department		12.0328	0.9985	12.0514	0.2104
Campus Location		0.0137	0.9985	0.0137	0.9067
Academic Rank		3.3861	0.9985	3.3913	0.4946
Employment Category		0.0000	0.0000	0.0000	0.0000

Twenty-nine respondents indicated that they had one or more doctorates. All respondents in this group indicated assignment to the Ft. Leavenworth campus location,

so no comparison could be made for this subgroup. For the other three categories, no statistically significant difference existed at the .05 level of significance, with values of p ranging from the low, 0.1230 for academic rank, to 0.3907 for department, and a high, 0.5769 for employment category. A summary of the within-group analysis for the doctorate educational level is contained in Table 4.45.

Table 4.45 Kruskal-Wallis Within-group Test of Doctorate Educational Level

	N_s	H	D	Adj. H	p
Doctorate	29	2.8954	0.9985	2.8997	0.7154
Department		6.2631	0.9946	6.2972	0.3907
Campus Location		0.0000	0.0000	0.0000	0.0000
Academic Rank		7.2159	0.9946	7.2553	0.1230
Employment Category		1.0943	0.9946	1.1003	0.5769

No within-group analysis was conducted for the remaining groups due to their small group and subgroup sizes. Only 11 responses were received from new faculty who reported they were currently pursuing a doctorate. Eight others reported work toward a master's, while another 8 reported education at the bachelors or lower level.

Themes and Trends

Respondents were asked to provide amplifying information for those questions in which they indicated they were not satisfied with an aspect of their new faculty orientation process. Responses to these open-ended questions were examined for themes and trends to help answer the final research question: Are elements of an effective new faculty orientation program missing in the CGSC institutional setting? If so, what elements are missing? The results of this analysis are presented in this section.

Question 7 asked respondents to indicate their level of agreement with the statement, *My sponsor was helpful in answering my questions*. A follow-on branch question (Question 7a) was presented to respondents who answered “Strongly Disagree,” “Disagree,” or “Neither Agree nor Disagree” to Question 7, requesting amplifying information about why their sponsors were not helpful. To this question, 61 respondents indicated that their sponsors were not helpful. Their responses fell generally into one of

three categories: sponsor either not assigned or assigned too late, sponsor too busy or disinterested, and sponsor not necessary because respondent was already familiar with the system. More than 82.15% of these indicated that the reason their sponsor was not helpful was that no sponsor was assigned (45 responses), or that their sponsor was assigned too late in the process to be of any real value (1 response). Nine responses cited “sponsor too busy or disinterested” as the reason for their dissatisfaction. Five others indicated that they did not need a sponsor because they were already familiar with the system and new faculty requirements due to a previous assignment as a CGSC instructor. Finally, one respondent indicated disagreement with Question 7, but failed to provide amplifying information. Table 4.46 gives a summary of these responses.

Table 4.46 Why Respondents Assessed Sponsors as Not Helpful

Question 7a			
Please explain why your sponsor was not helpful.	<i>N</i>	% of Total	% of Sample
No sponsor assigned	45	80.36%	26.32%
Sponsor unnecessary	5	8.93%	2.92%
Sponsor assigned late	1	1.79%	0.58%
Sponsor too busy or uninterested	9	16.07%	5.26%
No reason provided	1	1.79%	0.58%
Total ^a	61	108.93%	35.67%

Note: ^aTotal is greater than number of subjects responding ($N = 56$) due to some respondents citing multiple reasons.

Respondents who indicated in Question 8 that their initial needs were not met were asked to explain in an follow-on branch question (Question 8a). A response of “Strongly Disagree,” “Disagree,” or “Neither Agree nor Disagree” to Question 8 triggered a request for amplifying information. Forty-one respondents provided amplifying information for this question, including 26 who indicated that the deficiency was with their initial computer network access, and 12 who found their office assignment, desk, phone, or other physical equipment support lacking. These data are shown in Table 4.47.

Table 4.47 Orientation Needs That Respondents Cited as Unmet

Question 8a			
Please explain what needs were not met.	<i>N</i>	% of Total	% of Sample
Work location (office, desk)	12	30.00%	7.02%
Computer access	26	65.00%	15.20%
Familiarization with system.	10	25.00%	5.85%
Benefits, etc.	4	10.00%	2.34%
N/A	1	2.50%	0.58%
No comment	6	15.00%	3.51%
Total ^a	59	147.50%	34.50%

Note: ^aTotal is greater than number of subjects responding ($N = 41$) due to some respondents citing multiple reasons.

In Question 14, respondents were asked to indicate what information would be helpful to a new faculty member. Eighty-one respondents provided amplifying information for this question, including 34 (19.88% of all respondents) who cited the need for better information regarding policies and guidance regarding the new employee's responsibilities as a faculty member. Twenty-seven more (33.33%) identified a need for better indoctrination about the college's organization and procedures, including more thorough information about the curriculum and scheduling policies and procedures. Nineteen (23.46%) wanted better access to information sources; one member suggesting a more accessible online ready-reference for important faculty related information. A common perspective among respondents in this and other questions was that they felt as though they were "on their own" in the process of learning about the college. In all, there were 91 comments from 81 respondents in 4 related and overlapping areas that highlighted a need for improved information flow from the college to the new faculty members. Their responses are summarized in Table 4.48.

Table 4.48 Additional Information That Respondents Would Have Found Helpful

Question 14			
What additional information would have been helpful when you began your employment (assignment) as a CGSC faculty member?			
	<i>N</i>	% of Total	% of Sample
Better information/guidance on policies/responsibilities	34	41.98%	19.88%
Overview of college/procedures curriculum and scheduling	27	33.33%	15.79%
Improved pre-arrival/check-in process	11	13.58%	6.43%
Improved information sources/access; technical details	19	23.46%	11.11%
Improved mentor/sponsor program	7	8.64%	4.09%
Improved FDP1 or FDP2	6	7.41%	3.51%
N/A	9	11.11%	5.26%
Total ^a	113	139.51%	66.08%

Note: ^aTotal is greater than number of subjects responding ($N = 81$) due to some respondents citing multiple reasons.

Respondents who indicated that they were not satisfied with their promotion potential were asked to explain their reasons in an open-ended question. A response of “Disagree” or “Strongly Disagree” to the statement, *I am happy with my promotion potential*, triggered a request for amplifying information. Twenty-two respondents provided amplifying information for this question. The most commonly cited reason was military-related promotion limitations not specifically related to college conditions. These data are shown in Table 4.49.

Table 4.49 Why Respondents Were Dissatisfied With Their Promotion Potential

Question 15a			
Please explain why you are not happy with your promotion potential.			
	<i>N</i>	% of Total	% of Sample
Lack of scholarship opportunity	1	4.55%	0.58%
Lack of information about promotion	5	22.73%	2.92%
Limited incentives	1	4.55%	0.58%
Presence of gate-keepers	1	4.55%	0.58%
Lack of opportunity for recognition of contribution to college	1	4.55%	0.58%
Restrictions within civilian promotion system	2	9.09%	1.17%
Military related promotion limitations (directly related to assignment to college)	2	9.09%	1.17%
Military related promotion limitations (not specifically associated with college conditions)	8	36.36%	4.68%
Uncategorized	1	4.55%	0.58%
Neither satisfied nor dissatisfied, or NA	4	18.18%	2.34%
Total ^a	26	118.18%	15.20%

Note: ^aTotal is greater than number of subjects responding ($N = 22$) due to some respondents citing multiple reasons.

Respondents who indicated that they were not satisfied with their salary were asked to explain their reasons in an open-ended question. Responses that reflected a neutral or negative satisfaction level for the statement, *I am happy with my salary*, triggered a request for amplifying information. Responses were received from 22 respondents who provided amplifying information for this question. Of these, six indicated that they were neither satisfied nor dissatisfied with their salary. Of the remaining 16 respondents, fully half identified themselves as active duty military, for whom pay is a non-negotiable aspect of their military rank. Three respondents (less than 2% of the sample) expressed concern for what they perceived as pay inequities with several different pay plans (military, Title 5, Title 10, and contractors), or different employment ranks causing a significant disparity in compensation for faculty who

otherwise have virtually identical roles and responsibilities. These data are shown in Table 4.50.

Table 4.50 Why Respondents Were Dissatisfied With Their Salaries

Question 16a			
Please explain why you are not happy with your salary.			
	<i>N</i>	% of Total	% of Sample
Military	8	36.36%	4.68%
Inequities due to different pay plans (Military, Title 5, Title 10, etc.)	3	13.64%	1.75%
Additional duty responsibilities that are uncompensated	1	4.55%	0.58%
Initial pay criteria/negotiation process	2	9.09%	1.17%
Non-specific reason	2	9.09%	1.17%
Neither satisfied nor dissatisfied, or NA	6	27.27%	3.51%
Total ^a	22	100.00%	12.87%

Note: ^aTotal is greater than number of subjects responding ($N = 22$) due to some respondents citing multiple reasons.

Similar results were found with regard to respondents' satisfaction with their benefits. Again, a neutral or negative response to the statement, *I am happy with my benefits*, initiated a branch question to request amplifying information. In this case, 24 respondents (14.04% of the sample) indicated dissatisfaction with their benefits. Five respondents declined to add additional information, indicating that they were not dissatisfied with their benefits. In this case, as well, nearly half of the respondents (41.67%) were active duty military who indicated that they were dissatisfied with, but accepting of their benefits in the military system. Five respondents specified inadequate medical or dental health plans as the source of their dissatisfaction and two were not happy with the information they were provided regarding benefits. Two others interpreted the term *benefits* as relating to their own professional development—opportunities that they considered to be very limited. These data are shown in Table 4.51.

Table 4.51 Why Respondents Were Dissatisfied With Their Benefits

Question 17a			
Please explain why you are not happy with your benefits.			
	<i>N</i>	% of Total	% of Sample
Active duty	10	41.67%	5.85%
Inadequate health/dental	5	20.83%	2.92%
Insufficient information about benefits	2	8.33%	1.17%
Limited professional development opportunities	2	8.33%	1.17%
Neither satisfied nor dissatisfied, or NA	5	20.83%	2.92%
Total	24	100.00%	14.04%

All respondents who were asked to provide additional information in seven, final open-ended questions. Their responses are summarized in the following paragraphs. More than 80% of respondents offered comments to these questions, providing important additional insight regarding their satisfaction with various aspects of the orientation process. Comments from 142 respondents indicated that the greatest contributor to their success (Question 43) was from the support and interaction they received from their coworkers through the informal socialization and enculturation relationships (76 responses) and the more formal sponsorship and mentorship relationships (25 responses). Together, these responses accounted for 71.13% of all responses to this question. These data are summarized in Table 4.52.

Table 4.52 Factors Respondents Cited as Contributing to Their Success

Question 43			
What has contributed to your success in 'learning the ropes' as a newly assigned instructor at CGSC?			
	<i>N</i>	% of Total	% of Sample
Socialization and Enculturation	76	53.52%	44.44%
Mentorship and Sponsorship	25	17.61%	14.62%
Institutional Support	48	33.80%	28.07%
My own efforts	36	25.35%	21.05%
Total ^a	185	130.28%	108.19%

Note: ^aTotal is greater than number of subjects responding ($N = 142$) due to some respondents citing multiple reasons.

Respondents were also asked to provide information about what contributed to their difficulties as a new faculty member. Responses to this question were more diverse and more specific than in the previous question. When grouped in the broad categories described in Question 43, the greatest cause of difficulties for new faculty was related to institutional support. These data are summarized in Table 4.53.

Table 4.53 Factors Respondents Cited as Contributing to Difficulties

Question 44			
What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?			
	<i>N</i>	% of Total	% of Sample
Socialization and Enculturation	21	14.89%	12.28%
Mentorship and Sponsorship	12	8.51%	7.02%
Institutional Support	145	102.84%	84.80%
Own Efforts/Other	37	26.24%	21.64%
NA	21	14.89%	12.28%
Total ^a	236	167.38%	138.01%

Note: ^aTotal is greater than number of subjects responding ($N = 141$) due to some respondents citing multiple reasons.

When asked what information they deemed necessary, respondents indicated that they needed good information and guidance regarding institutional policies and regarding their official responsibilities as faculty members. They also indicated that an overview of the college, the curriculum and scheduling processes was important. These data are summarized in Table 4.54.

Table 4.54 Information Respondents Considered Necessary to Effectiveness as a CGSC Faculty Member

Question 45			
What information does a new faculty member need to be an effective member of the CGSC academic community?			
	<i>N</i>	% of Total	% of Sample
Good information/guidance on policies/responsibilities	47	36.15%	27.49%
Overview of college/procedures curriculum and scheduling	45	34.62%	26.32%
Understanding of the pre-arrival/check-in process	4	3.08%	2.34%
Useful information sources and easy access; technical details	27	20.77%	15.79%
An effective mentor/sponsor program	8	6.15%	4.68%
Effective FDP1 or FDP2	34	26.15%	19.88%
N/A	4	3.08%	2.34%
Other	9	6.92%	5.26%
Total ^a	178	136.92%	104.09%

Note: ^aTotal is greater than number of subjects responding (*N* = 130) due to some respondents citing multiple reasons.

Respondents also described the factors that made them feel valued as faculty members at CGSC. Not surprisingly, these responses were similar to, or related to, the responses to Question 43 that described the factors contributing to their success. However, the responses to this question also provided greater insight about what they considered important to their own experiences as a new faculty member. Again, respondents cited the significance of colleagues in their experience. But for this question,

the overwhelming contributors to their sense of value were in the broad category of socialization and enculturation reflecting the sense of value they gained from their interactions with and feedback from their students (55.97%) and their colleagues (35.82%). Also noted in the category of institutional support were the positive influences of recognition by their directorates, the CGSC leadership, and their teaching teams. Table 4.55 summarizes the responses to this question.

Table 4.55 Factors That Helped Respondents Feel Valued at CGSC

Question 46			
What has made you feel valued as a faculty member at CGSC?			
	<i>N</i>	% of Total	% of Sample
Socialization and Enculturation	123	91.79%	71.93%
Mentorship and Sponsorship	0	0.00%	0.00%
Institutional Support	51	38.06%	29.82%
Own Efforts/Other	13	9.70%	7.60%
Nothing	3	2.24%	1.75%
Total ^a	190	141.79%	111.11%

Note: ^aTotal is greater than number of subjects responding ($N = 134$) due to some

In answering the opposing question about what made them feel not valued, respondents were not in similar agreement. Here, as in Question 44, responses were more diverse, but again tended to clump under the broader heading of institutional support (45.31%). There were no responses to this question in either the socialization and enculturation or the mentorship and sponsorship categories. Respondents expressed concerns about poor or ineffective organizational leadership, ineffective organizational planning and scheduling, and limited information flow. These data are summarized in Table 4.56.

Table 4.56 Factors That Caused Respondents to Feel Not Valued at CGSC

Question 47			
What has made you feel not valued as a faculty member at CGSC?			
	<i>N</i>	% of Total	% of Sample
Socialization and Enculturation	0	0.00%	0.00%
Mentorship and Sponsorship	0	0.00%	0.00%
Institutional Support	58	45.31%	33.92%
Own Efforts/Other	35	27.34%	20.47%
Nothing (I feel valued)	35	27.34%	20.47%
Total	128	100.00%	74.85%

In Question 48, respondents were asked to offer recommendations regarding how CGSC could improve the new faculty orientation process. Many of these responses encompassed the factors discussed or described in earlier open-ended questions, while adding specific detail about where they felt emphasis should be placed. These views are summarized in Table 4.57.

Table 4.57 Ways Respondents Felt CGSC Could Improve New Faculty Orientation

Question 48			
How could the College better orient new faculty?	<i>N</i>	% of Total	% of Sample
Better information/guidance on policies/ responsibilities	32	28.32%	18.71%
Overview of college/procedures curriculum and scheduling	14	12.39%	8.19%
Improved pre-arrival/check-in process	26	23.01%	15.20%
Improved information sources/access; technical details	7	6.19%	4.09%
Faculty Handbook	9	7.96%	5.26%
Improved mentor/sponsor program	9	7.96%	5.26%
Improved FDP1 or FDP2	12	10.62%	7.02%
N/A, not sure, other	26	23.01%	15.20%
Total ^a	135	119.47%	78.95%

Note: ^aTotal is greater than number of subjects responding ($N = 113$) due to some respondents citing multiple reasons.

Finally, respondents were given the opportunity to add any additional comments that they felt were important regarding the CGSC new faculty orientation process. Although 45 responses were received on this question, only 18 were specific to the faculty orientation process with two thirds of those indicating that the process needed to be revised. Interestingly, eight respondents also commented on the value of the teaching preparation FDP1 course, citing it in either a neutral or positive tone. Table 4.58 summarizes the responses to this final open-ended question.

Table 4.58 Additional Comments by Respondents Regarding CGSC New Faculty Orientation

Question 49			
Please offer any additional comments you have regarding new faculty orientation at CGSC.			
	<i>N</i>	% of Total	% of Sample
FDP1 is excellent	4	7.84%	2.34%
FDP1 is of little value	0	0.00%	0.00%
FDP1 neutral/undetermined	4	7.84%	2.34%
FDP2 is excellent	2	3.92%	1.17%
FDP2 is of little value	0	0.00%	0.00%
Faculty orientation is effective	6	11.76%	3.51%
Faculty orientation needs revision	13	25.49%	7.60%
Other	11	21.57%	6.43%
N/A	13	25.49%	7.60%
Total ^a	53	103.92%	30.99%

Note: ^aTotal is greater than number of subjects responding ($N = 51$) due to some respondents citing multiple reasons.

Summary

This chapter reported the results of the study. It included a statistical analysis of the Likert-scale quantitative data and an examination of the open-ended questions received from responses to the tailored survey instrument. Analysis of the survey instrument using Cronbach's Alpha indicated that internal consistency was sufficient to consider the survey to be a reliable instrument for this study of new faculty members. Surveys delivered to 297 new faculty members yielded 171 valid responses. Analysis of the quantitative data, using descriptive statistics revealed an overall, favorable level of satisfaction with new faculty orientation processes. Additional quantitative analysis, using Kruskal-Wallis non-parametric methods, showed no significant difference in satisfaction levels of new faculty members when compared using independent variables of teaching department, academic rank, campus location, educational level, and employment category. However, examination of the responses to the open-ended

questions revealed some common concerns by new faculty members that were not evident in the quantitative analysis.

In this study, 35.67% of respondents indicated that their sponsors were not helpful. Of these, 80.36% indicated that they had no sponsor assigned to assist them with their initial arrival needs. When asked to specify what initial needs were not met, 34.50% of respondents cited fundamental new employee needs such as a suitable work location, computer access, and familiarization with the institutional systems, policies and procedures. Most respondents indicated that they were satisfied with their salary (87.13%), promotion potential (84.80%), and benefits (85.94%) with the greatest dissatisfaction expressed by active duty military officers. Respondents indicated that the informal and formal relationships with their colleagues were the greatest contributors to their success (59.04%), and that inadequate institutional support was the greatest detractor (84.80%). Similarly, respondents found the greatest value in their relationships with students and colleagues (71.93%), and the least value in the institutional support they received (33.92%).

These results will be further examined in chapter 5 with recommendations for improvements to the existing CGSC new faculty orientation process, and for follow-on research that may lead to greater understanding of the factors influencing new faculty satisfaction with these processes.

CHAPTER 5 - Conclusions and Recommendations

Introduction

This chapter summarizes the design of this study and discusses the research questions and the resultant findings. These findings are discussed in detail as they relate specifically to the research study setting and, more broadly, to the relevant literature regarding new faculty orientation. This chapter concludes with a discussion of the implications of the study, recommendations for the improvement of practice within the U.S. Army Command and General Staff College (CGSC), and recommendations for further research.

Summary of the Study

This study investigated the level of satisfaction that faculty members had with their new faculty orientation experiences during their first year of employment at CGSC. The study exploited the opportunity presented by the CGSC expansion from 2003 to 2008, during which faculty numbers approximately doubled. Surveys were distributed to 297 new faculty members during a 2-year period from January 2006 and December 2007. Respondents were asked to provide information regarding their satisfaction with the CGSC orientation processes for new faculty at this graduate-level military service college. Quantitative analysis examined the dependent variable, satisfaction, with respect to independent variables of campus location, teaching department, employment category, academic rank, and educational level. Additionally, open-ended questions provided respondents an opportunity to add amplifying information. Responses to open-ended questions were categorized by topic and examined for themes or trends.

The study solicited data from new faculty to help answer the following research questions:

1. Are new faculty members satisfied with their new faculty orientation experience? If so, to what extent? (Primary Research Question)
2. Does new faculty member satisfaction with orientation processes vary among and within campus locations, teaching departments, employment categories,

academic ranks, and educational levels? If so, how? (Secondary Research Question)

3. Are elements of an effective new faculty orientation program missing in the CGSC institutional setting? If so, what elements are missing? (Secondary Research Question)

Results of this study provided insight regarding unmet or inadequately fulfilled information and support needs of new faculty members at CGSC, informed further research in the area of faculty orientation, and highlighted areas for improvement of practice at CGSC and comparable institutions.

Findings

Sample and Population

As reported in chapter 4, the proportions of military and civilian faculty in the survey sample differed from that of the total faculty population. Although the CGSC faculty was predominately civilian (77.42%), the majority of the sample was military (52.07%). While this seems inconsistent with what would be expected during this period of decreasing military and increasing civilian faculty populations, the shorter tour lengths for military faculty causes their replacement rate to be much higher than for civilian faculty members. New military faculty members are assigned for a period of 3 years or less. Based on the responses by experienced faculty members in the pilot study group, the mean tour length for a civilian faculty member was more than 6 years (calculated as the difference between their report date and their survey completion date). Consequently, active duty military members constitute a larger proportion of new faculty, despite their smaller proportion of the total faculty. Therefore, the proportions of faculty reflected by the survey response are consistent with what should be expected based on the CGSC faculty population demographics.

Some differences were also noted in the distribution of the sample by teaching department. Percentage comparisons between the sample and the population for the School for Command Preparation ($n = 3$) differed by 8.59%, while differences of 5% were noted in the Leadership and Tactics Departments ($n = 19$ and $n = 45$, respectively).

These differences may result from variations departmental population stability. Retention may be higher for some departments than for others, with lower numbers of new faculty associated with the higher-retention departments. Some departments may have experienced more difficulty than others in attracting qualified candidates causing uneven hiring patterns. Considering the relatively short timeframe for this study, these factors may have caused larger differences than might have been observed over a longer study period in which the effect of hiring spikes would have been dampened.

Demographic differences were also noted in the categories of race/ethnicity and educational level. Self-reported racial or ethnic affiliations yielded lower proportions of minority categories than for the total population and a higher proportion for the non-specific category of “Other/Unknown.” Because no discrete choices were provided to force responses into predefined choices, the fill-in responses for this question showed variations in how respondents described themselves. Their descriptions of their ethnicity as “American,” or “Irish” did not correspond directly with the categories of the CGSC demographic databases.

Respondents also indicated a higher proportion of doctorates than reflected in the total population numbers. This may simply be a result of greater emphasis on doctoral education by the college leadership during the hiring process.

Statistical analysis showed no significant difference in satisfaction for any of the demographic areas in which differences occurred.

Also examined as part of this study were the response rates for each of the employment categories, to the extent possible from a review of the distribution lists. These response rates were consistent among all distribution subgroups at approximately 60% (ranging from a low 51.68% to 72.15%). Collectively, these points reinforce that this was a valid and reliable study of the CGSC faculty population.

Research Question 1

For the first research question, descriptive statistics of the quantitative data were examined to assess the respondents’ level of satisfaction with the new faculty orientation processes. These results indicated that faculty members were satisfied with their new faculty orientation experiences. The overall satisfaction score for the 19 Likert-item

questions (Mean = 70.11, SD = 10.975), was equivalent to a score of 3.68, or “satisfied,” on the 5-point Likert scale. Despite their overall satisfaction with the orientation program and processes, as reflected by the quantitative results, respondents cited some key areas and issues as deficient in that experience. Those views were expressed in their responses to the open-ended questions of the survey instrument and are addressed below in the discussion of the third research question.

Research Question 2

The second research question asked whether there were any significant differences in satisfaction when compared using independent variables of campus location, teaching department, employment category, academic rank, and educational level. This question was explored using the Kruskal-Wallis non-parametric mean rank test to compare responses between the subgroups represented by the independent variables. Surprisingly, no statistically significant difference was detected for any of the independent variables. While it was anticipated that there would be some faculty who viewed the orientation processes in a positive light, and some faculty who did not, these differences were predicted to align with some natural grouping of faculty members. Specifically, it was anticipated that there would be statistically significant differences between departments, or between campus locations, or between any of the other categories chosen for comparative analysis in this study. Instead, the study showed that satisfaction variations were fairly consistent between campus locations, teaching departments, employment categories, academic ranks, and educational levels. This suggests that, if there were differences, they may have been the result of factors beyond the scope of this study. The open-ended questions provided additional insight regarding areas of lower satisfaction that were not evident in the quantitative analysis. These areas warrant further exploration through personal interviews or other qualitative means to discern whether significant differences exist in other aspects of the CGSC new faculty orientation program.

Research Question 3

For the final research question, responses to open-ended questions were examined for themes and trends to explore whether there were areas that reflected identifiable

shortcomings in the CGSC new faculty orientation program. These results provided insight regarding the respondents' satisfaction levels, and highlight their most common areas of dissatisfaction.

In Question 44, 84.80% of respondents cited inadequate institutional support as contributing to their difficulties in "learning the ropes." Thirty-six respondents (21.05% of the sample) specifically identified a lack of or limited access to information resources as a key factor. Responses to Question 48 expressed similar views about what should be done to improve the new faculty orientation program. In that question, nine respondents specifically cited the importance of providing a useful CGSC Faculty Handbook, or Title 10 Manual as an information resource. Others commented that computer network access to information was a challenge for new faculty members. Additionally, more than 35.67% of respondents indicated that they were not satisfied with, or were not assigned a sponsor. Of note, the *CGSC Title 10 Civilian Faculty Manual* (2008) was published in August 2008 and may allay some of the concerns of future new faculty members relating to Title 10 employment, policies and procedures. But a consolidated Faculty Handbook, describing classroom and curriculum policies and procedures, or other requirements pertaining to the teaching faculty, currently exists only in draft form, and even that is largely outdated.

Other expressed frustrations also may have been lessened, not as a result of deliberate efforts to resolve a particular issue, but rather from circumstances associated with other institutional changes. For example, past complaints regarding lack of adequate office space or computer access may have been partially overcome as a result of the move in June 2007 to a new and more spacious facility, with more integrated technology and more standard office layout and furnishings. This was examined by comparing the responses of faculty members who joined the faculty before the move (survey distribution groups 1 through 3) with those who joined the faculty after the move (survey distribution group 4). Question 8, *My initial needs (desk, phone, computer, email account, etc.) were fully met before other responsibilities were assigned*, was used for this comparison. No significant difference existed between the pre-move and post-move groups when considering both "Strongly disagree" and "Disagree" responses. However, the proportion of the sample indicating "Strongly disagree," dropped from 13% for the pre-move group

to 5% for the post-move group. Considering the small size of the post-move group ($n = 18$) and the short timeframe following the move (between 1 and 3 months for most respondents), this was insufficient evidence to assert a shift toward improved fulfillment of initial needs; but it does warrant further study.

Six Faculty Profiles Revisited

To illustrate how the results of this study impacted individual instructors, some of the key findings are described here in the context of the notional instructors introduced in chapter 1. In review, these notional instructors included active duty officers Frank (Navy), Barry (Army), and Jane (Air Force); and Title 10 civilian instructors John, Cheryl, and Ellen. John and Cheryl were retired Army officers while Ellen had no military background.

The quantitative analysis of responses to survey questions did not show significant differences between the satisfaction levels of the diverse individuals represented by the notional faculty members. Specifically, Frank's satisfaction with new faculty orientation in the Joint Operations Department was not significantly different than Barry's in the Tactics Department; John's satisfaction as a Title 10 instructor was not significantly different than Jane's as an active duty officer; and Cheryl's satisfaction at a satellite campus was not significantly different than Barry's at the resident, Ft. Leavenworth campus.

While the quantitative data did not illuminate any significant differences between the various groups explored in this study, the qualitative, open-ended questions did shed light on the unique perspectives represented by these six notional instructors. The following discussion highlights key differences that shaped the recommendations for the improvement of practice at CGSC.

John, Cheryl, and Ellen, who were all new to the Army civilian employment system, expressed frustration with finding essential employment information. They emphasized the need for improvements in the areas of familiarization with the college organization and with college policies and procedures relating faculty responsibilities and opportunities.

Active duty Army officer Barry and retirees John and Cheryl were more comfortable with the command organization and policies and procedures at CGSC. Barry was not overwhelmingly satisfied with his military pay and benefits but accepted that it was not something that would change. Where Barry expressed greater dissatisfaction than his peers was in relation to Army taskings that would take him away from his responsibilities as an instructor. These included unanticipated or short-notice deployments requiring active duty Army officers to meet operational requirements.

With no Army background, Frank and Ellen were less satisfied than their Army experienced peers with the institution's efforts to provide an overview of the college policies and guidance, or with the information they received about where to go for assistance.

Conclusions

As noted in chapter 1, a "one size fits all" orientation program may miss important, institution-specific needs for new faculty members at CGSC. Like many other institutions, the diversity among faculty members with respect to educational background and experience means that different new faculty members need different aspects of orientation emphasized during their first encounter with the institutional processes. But, there are also a few elements that nearly every new faculty member needs. Among these are such things as ensuring that the new member has an assigned office, desk, computer and phone upon arrival; that the new member receives basic employment information regarding pay and benefits, administrative requirements, and teaching responsibilities and procedures; and that the new faculty member is familiarized with the organization's mission, operations, and hierarchy, including where and how they fit into the organization, and where to go for assistance with concerns. Yet, in this study, responses indicate that some of those essentials had been neglected or that the associated processes were ineffective at CGSC. Repeatedly, respondents indicated that they did not know where to go for these answers.

When this study began, an initial needs analysis indicated that efforts were being made to produce an online new faculty information resource directory and a CGSC sponsorship guide as well as a faculty and staff handbook, and a Title 10 employment

manual (Bogdan, Leslie, & Persyn, 2005). By the end of the study, 2 years later, those orientation program enhancements had not fully materialized. The *CGSC Title 10 Civilian Faculty Manual* (2008) was published in August 2008 and may allay some of the concerns of future new faculty members relating to Title 10 employment, policies and procedures. But a consolidated Faculty Handbook, describing classroom and curriculum policies and procedures, and other requirements pertaining to the teaching faculty, currently exists only in draft form, and is largely outdated. Despite strong emphasis on the use of such online instructional resources as SharePoint and Blackboard software programs, development of an online new faculty information resource has faltered. Furthermore, no real change to the CGSC Sponsorship Program has been initiated, and respondents continue to express their dissatisfaction with this part of the orientation process. Access to information remains a frustration for new—and experienced—faculty members. Appendix F, Table F.3 contains detailed responses identifying additional information that would have been helpful to meet their familiarization and information needs as new faculty members. The following examples are representative:

- “Title 10 handbook overview.”
- “Up to date CGSC Faculty Handbook.”
- “Where to go to get the information you need. The information an new faculty member needs is hidden in the various files on the G://drive or the CGSC website. There is not a single source of information within the college at any level!”
- “A sponsor; a more detailed listing of requirements; an orientation of CGSC and who's who, what's what and where's stuff. Information, information, information.”
- “A real live sponsor who can walk you, talk you, through some of the initial challenges you will face as a new Title X. It would provide you someone to talk to when you don't know who/where/DOET is located and what you need to do to get connectivity to the server.”
- “A website for orientation with branches to useful information. If you are not at Levenworth, you have little access to information on your new job. CPAC

provided little information on Title X employment and treated it as an exceptional case.”

Based on the results of this study, the following concerns of the initial needs assessment (Bogdan, Leslie, & Persyn, 2005) and earlier CGSC studies (*CGSC PAT Report, 2003*; *CGSC Self Study Report, 2005*) were validated and should be addressed by the college leadership through the implementation of recommendations offered in this chapter:

1. An inadequate faculty orientation program can reduce faculty efficiency by causing excessive time in searching for job-related information.
2. Effective faculty orientation is especially critical during periods of faculty and staff expansion to ensure all employees have a common understanding of the college’s mission, goals and philosophy, as well as to serve as a venue to provide consistent and useful information.
3. Sponsorship of new faculty and staff lacks adequate management and oversight.
4. New faculty members do not feel welcome in the college when they are not immediately provided such basics as a desk, computer, and email access.

Implications

This exploratory study has yielded important insight regarding the new faculty orientation program and processes in the setting of the U.S. Army Command and General Staff College. The findings relating new faculty satisfaction levels between and within each of the comparison categories of campus location, teaching department, employment category, academic rank, and educational level indicated that, with few exceptions, there were no significant differences between new faculty members’ levels of satisfaction with the new faculty orientation processes. Had this study employed only quantitative methods, this would have been the extent of the findings. However, inclusion of open-ended questions to draw out more detailed perspectives from respondents provided a glimpse into the more subtle, nuanced views of the respondents as they expressed their dissatisfaction with specific elements of the program and processes.

The findings of this study were consistent with those of other studies and in different settings (Fink, 1984; Boice, 1992b; Fink, 1992; Sorcinelli & Austin, 1992; Rosch & Reich, 1996; Horton, 2003; Axe, 2004) and reinforced that the challenges experienced by CGSC faculty are widespread among faculty orientation programs. These findings reiterated the need for institution-specific research as suggested by Boice (1992b), to uncover specific, deficient elements within an institution's unique program. Finally, these results attested to the importance of mixed-method research designs for studies investigating satisfaction or attitudinal issues, where qualitative questions can add detail, clarity, and dimension to the quantitative design components.

Institutions facing significant turnover due to retirements, institution growth, or reorganization would do well to review their new faculty orientation programs in advance of these changes, to ensure that program elements that may have fallen into disuse, unnoticed during periods of static and stable faculty populations, are revitalized in sufficient time to meet the needs of large influxes of new faculty during times of dynamic changes to the faculty population.

CGSC may experience a higher turnover of faculty than traditional university settings due to the presence of active duty instructors who are assigned for a single 3-year tour, and the extensive military or education experience required by the employment process that, in effect, disqualifies nearly all applicants below the age of 40. Because most of the civilian CGSC faculty members are currently receiving military retirement pay and medical benefits, they may also choose to retire from teaching earlier than their counterparts in traditional college systems. Finally, with no tenure system comparable to that of more traditional institutions, CGSC faculty may see less justification to remaining at the same institution for an extended period. This may mean that CGSC may need to devote greater attention to this important faculty developmental requirement than do other institutions, even during periods of relative faculty population stability.

Unfortunately, such a period of stability may not occur at CGSC in the near-term. A recent Army education system realignment has now placed The Total Army School System (TASS) CGSC Intermediate Level Education (ILE) under the CGSC command structure and within the Command and General Staff School (CGSS) responsibility to support the TASS faculty. With approximately 500 Army Reserve instructors

distributed world-wide, who teach an additional 2000 reserve officer students, this could introduce new challenges to the CGSC new faculty orientation requirements. In anticipation of these challenges, attention should be given to revitalizing the U.S. Army Battle Command Knowledge System (BCKS) InstructorNet online forum. InstructorNet has existed for more than 2 years but has not been widely used by CGSC faculty members. Just as other BCKS forums have been successful venues for timely exchange of operational knowledge among Army leaders and planners and have greatly enhanced the effectiveness of deployed operational forces, InstructorNet may offer a similar capability in the knowledge exchange and collaboration throughout the Army global academic network. This could enhance the socialization and enculturation aspects of employment at CGSC and would be particularly suited to satellite campus and TASS instructors for whom connection and collaboration with the main campus is more difficult, yet more critical to their success in their classrooms. Features of the Royal Roads University online orientation program would be particularly useful for these groups of remote faculty members (Axe, 2004).

As discussed in chapter 2, Boice (1992b) identified four immediate steps that should be taken to determine what changes are warranted in an institution's new faculty orientation system. This study initiated the process at CGSC by "surveying recent hires to see what they liked and disliked about their orientations to campus" (p. 230). Still, important work remains in this area. Further research is necessary to more clearly understand the issues affecting new faculty satisfaction at CGSC. Additional qualitative, interview research may help to uncover department-level or department-specific elements of orientation that need to be addressed. A more thorough review of departmental hiring practices may reveal ways to "help departments establish a regimen of collecting and acting on information about hiring and socializing new faculty." (Boice, 1992b, p. 230) As discussed earlier, this study showed that respondents felt that the institution was neither planning effectively, nor integrating orientation efforts across Boice's four domains of involvement, regimen, self-management, and social networks (IRSS). Yet, they overwhelmingly characterized an effective program for the orientation of new faculty to be extremely important. Effective leadership and oversight are critical to success of any educational program that spans multiple departments. One way to

improve this is to meet Boice's third recommendation to "form campus committees to plan improved and uniform practices of recruiting and orienting." (p. 230)

Recommendations for the Improvement of Practice

This study describes several steps that should be taken to mitigate the identified shortcomings of the new faculty orientation program. The following measures are recommended, and examples from the literature are cited, as models for implementation:

1. Establish a committee to manage and implement the new faculty orientation program. Although institution-specific research is essential to help determine where the most critical needs are, blindly adopting another institution's orientation program design might be premature and inefficient. Establishing an oversight body like the Triton College campus committee described in chapter 2 could help monitor the execution of the college-wide program, and assess the extent of compliance with faculty orientation directives and guidelines through an ongoing, research-based program review (*New Faculty Orientation Plan*, 1999, p. 230).
2. Integrate disconnected orientation program components into a formal, centralized program. Comments by respondents indicated that there was no universal understanding about what was meant by the term "faculty orientation program." This appears to be due to the fact that elements of the "program" were conducted by different components of the college. In the past, this led to uncoordinated efforts in providing the necessary information and assistance to prepare new faculty members for their employment at CGSC. This can be improved by integrating previously disconnected programs and initiatives into a formal, comprehensive, and continuing faculty orientation program. Programs reviewed in chapter 2 are approaches that could be tailored for the CGSC setting. Incorporating key features from the centralized, pre-semester programs at the University of Texas at Austin, or Southeast Missouri State University (Fink (1992) will undoubtedly overcome many of the initial frustrations and uncertainties that new CGSC faculty experience. Extending the orientation process throughout the first year may

also help meet faculty members' recurring needs for additional information and acclimate them to the college culture. The programs at the University of Oklahoma and the University of Maryland, College Park incorporated periodic meetings throughout the semester or the school year. This approach will help address issues that faculty may not discover until they spent some time in their new position—when they begin to “know what they don't know.”

3. Develop an online faculty information and resource directory. Faculty repeatedly cited their lack of awareness with, or access to information and resources as causes of frustration. Although much of the information is currently available online, it is not easily located, and is often outdated. An online faculty information directory should be developed to enable easy access to the range of resources that new—and experienced—faculty might need. Such a resource could be a portal to such orientation-related resources as a current faculty handbook, and policy guidance on in-processing requirements, sponsorship, mentorship, and other areas relevant to the new faculty members. Additionally, links to other online knowledge centers might be useful, particularly those that relate to the teaching profession. A design similar to that of the Northern Virginia Community Colleges (NVCC) site should be considered as a starting point.
4. Redesign the CGSC Sponsorship Program. In their responses to the open-ended questions, many new faculty members specifically cited the CGSC sponsorship program as lacking. This program should be restructured, and reemphasized to provide a more positive experience for new faculty members. As has been frequently noted throughout the literature, this is one of the most critical elements of a viable new faculty orientation program. At CGSC, this seems to be an area in which increased attention can have dramatic improvements in faculty satisfaction levels. Some things that should be considered for incorporation in a more effective sponsorship program are: development of a sponsorship guide defining standards for sponsor and new members; formalization of the sponsor selection process to ensure they are

properly trained and motivated to fill this important role; improvement of support and oversight by college leadership. (Blackburn, 1981; Boice, 1992a; Belcher, 1995)

5. Develop appropriate decentralized components to meet satellite campus-specific needs. The orientation challenges for new faculty members are compounded for those at satellite campuses, where their small size and distance from the main campus. Certainly, some of their orientation needs cannot be satisfied by a Ft. Leavenworth managed new faculty orientation program. For example, issues relating to facilities and other requirements specific to their teaching location must be addressed locally. But development of a robust new faculty orientation program should include consideration of those responsibilities that CGSC has for all faculty members—particularly for those things that relate to access to instructor resources, curriculum materials, grading policies, employment information, etc. Both centralized and decentralized components are required to meet these varied needs of new faculty members.

Recommendations for Further Research

Based on the results of this exploratory study, the following suggestions for future research are offered:

1. This study only examined new faculty members during the first year of their employment. Additional insight regarding the effectiveness of the new faculty orientation program could be gained by extending the study to conduct follow-up surveys of faculty members through their subsequent years of employment as Boice (1992b) did in his study. This could yield important information about the longer-term impacts of and perceptions of the faculty orientation program at CGSC.
2. Dissatisfaction with faculty orientation processes may reduce morale and could cause faculty retention to suffer as a result. However, because this study only examined current CGSC faculty members, the potential impacts on retention could not be assessed. Extending the research by adding an exit

survey of departing faculty could help fill this knowledge gap by examining the perspectives of dissatisfied faculty members. This could lead to future improvements in faculty orientation processes and, potentially, higher retention of quality faculty members.

3. This study should be continued to allow additional collection of data from satellite campuses in sufficient numbers to enable meaningful comparisons with responses from Ft. Leavenworth campus.
4. This study should be expanded to include non-resident faculty members who teach the TASS reserve courses throughout the country. Approximately two thirds of the attendees in the initial FDP1 course are from this population. The challenges these faculty members face are very different than those of the Ft. Leavenworth resident campus faculty.
5. This study has direct application to other service colleges throughout the country. This study should be extended to include those other service colleges to determine whether there are common, military service college issues that can be addressed with a well-designed new faculty orientation program.
6. This study did not measure how faculty satisfaction changed over time. It is unknown whether early frustrations expressed among new faculty members would have a lasting negative impact on their satisfaction with the institution, or whether their general satisfaction would improve as they become more familiar with the organization. A longitudinal examination of how satisfaction levels change over time would add clarity and dimension to the study. Additionally, a longitudinal component would enable a research-based assessment of ongoing efforts to improve the value and effectiveness of the faculty orientation program and processes.

Summary

This exploratory study investigated the level of satisfaction that faculty members have with their new faculty orientation experiences during their first year of employment at the U.S. Army Command and General Staff College, in Ft. Leavenworth, KS. Findings provided insight regarding unmet or inadequately fulfilled information and

support needs of new faculty members at CGSC, informed further research in the area of faculty orientation, and highlighted areas for improvement of practice at CGSC and comparable institutions.

Results of this study indicated that CGSC faculty members were satisfied with their new faculty orientation experiences and that there were no significant differences in satisfaction when examined by campus location, teaching department, employment category, academic rank or educational level. However, despite their overall satisfaction with the orientation program and processes, 84.80% of respondents indicated that inadequate institutional support detracted from their success in adjusting to their roles and responsibilities as a CGSC faculty member, citing delays in receiving such fundamental needs as a suitable work location, computer access, and information about institutional policies and procedures. Additionally, 35.67% of respondents indicated that either their sponsor was not helpful or none was assigned.

This chapter provided recommendations for improvements to the institutional support and sponsorship components of the new faculty orientation. Implementation of these recommendations can enhance satisfaction of new faculty members by increasing their access to information regarding institutional policies and procedures, and enhancing the emphasis on the area they cited as the greatest positive influence on their new faculty experience: the support of and collaboration with their colleagues through informal socialization and enculturation relationships, and through the more formal sponsorship and mentorship relationships.

Finally, this study has re-illuminated some old truths regarding the orientation process of new faculty members. Clearly, the military service college environment is not immune to the challenges facing other institutions throughout educational community. Simply put, meeting the needs of new faculty members remains a vitally important mission of the institution, but a task that continues to be overlooked, or not taken seriously. The professional literature is full of examples that could serve as models for an institution seeking to improve its own program. But without institution-specific research to help determine where the most critical needs are, blindly adopting another institution's orientation program design might be premature and inefficient. This chapter concludes with recommendations for further research—research to continue the work begun by this

study to further clarify factors affecting satisfaction at CGSC and to add to the body of knowledge relating to the often-neglected area of new faculty orientation.

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Appendix A - KSU IRB Application

FOR OFFICE USE ONLY: IRB Protocol # _____ Application Received: _____	
Routed: _____	Training Complete: _____

Committee for Research Involving Human Subjects (IRB)

Application for Approval Form

Last revised on September 2004

ADMINISTRATIVE INFORMATION:

- **Title of Project:** (if applicable, use the exact title listed in the grant/contract application)

Effect of Initial New Faculty Orientation on Faculty Motivation During First Year of Employment

- **Type of Application:**
☒ New, ☐ Addendum/Modification,
- **Principal Investigator:** (must be a KSU faculty member)

Name: Dr. Sarah J. Fishback	Degree/Title: Assistant Professor
Department: Educational Leadership	Campus Phone: 785-532-5554
Campus Address: 354 Bluemont	Fax #:
E-mail: jfishbac@ksu.edu	
- **Contact Name/Email/Phone for Questions/Problems/Emergencies:**

John Persyn persynj@ksu.edu (913) 684-2442
--
- **Does this project involve any collaborators not part of the faculty/staff at KSU?** (projects with non-KSU collaborators may require additional coordination and approvals):
☒ No
☐ Yes
- **Project Classification** (Is this project part of one of the following?):
☐ Thesis
☒ Dissertation
☐ Class Project
☐ Faculty Research
☐ Other: _____
- **Please attach a copy of the Consent Form:**
☒ Copy attached
☐ Consent form not used
- **Funding Source:** ☐ Internal ☐ External (identify source and attach a copy of the sponsor's grant application or contract as submitted to the funding agency)
☐ Copy attached ☒ Not applicable
- **Based upon criteria found in 45 CFR 46 – and the overview of projects that may qualify for exemption explained at <http://www.ksu.edu/research/comply/irb/about/exempt.html>, I believe that my project using human subjects should be determined by the IRB to be exempt from IRB review:**
☐ No
☒ Yes (If yes, please complete Section XII. C. 'Exempt Projects'; remember that only the IRB has the authority to determine that a project is exempt from IRB review)

If you have questions, please call the University Research Compliance Office (URCO) at 532-3224, or comply@ksu.edu
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Last revised on September 10, 2004

Human Subjects Research Protocol Application Form

The KSU IRB is required by law to ensure that all research involving human subjects is adequately reviewed for specific information and is approved prior to inception of any proposed activity. Consequently, it is important that you answer all questions accurately. If you need help or have questions about how to complete this application, please call the Research Compliance Office at 532-3224, or e-mail us at comply@ksu.edu.

Please provide the requested information in the shaded text boxes. The shaded text boxes are designed to accommodate responses within the body of the application. As you type your answers, the text boxes will expand as needed. After completion, print the form and send the original and one photocopy to the Institutional Review Board, Room 1, Fairchild Hall.

Principal Investigator:	Sarah Jane Fishback
Project Title:	Effect of Initial New Faculty Orientation on Faculty Motivation During First Year of Employment
Date:	March 2005 - August 2006

I. BACKGROUND (concise narrative review of the literature and basis for the study):

Past comments by faculty suggests that that absence of an effective new faculty orientation program may contribute to declining enthusiasm and motivation of faculty during their first year of employment at the U.S. Army Command and General Staff College. If so, recent Army policy changes will further exacerbate the problem and may increase the challenges of faculty retention. These changes call for faculty numbers to increase from the pre-2004 level of 318 03-04 to 496 in AY 07-08, a significant influx of new faculty into the organization during this 5-year growth period. The need for an effective orientation program peaks during this expansion period, then declines when the faculty levels again reach steady state beyond AY 07-08.

This study will capitalize on this unique opportunity by surveying faculty to determine needs and developing an appropriate orientation program to meet those needs. Research will focus on evaluating the effect of the orientation program on faculty motivation, as well as to suggest improvements to the program.

The following sources link faculty effectiveness during their first year to the quality of their initial orientation experience and suggests that motivation and enthusiasm may likewise be linked.

Belcher, M. (1995). Implementing Teaching/Learning Project Recommendations to Improve First Year Experiences of New Faculty, Research Report 95-05R. Miami, FL: Miami-Dade Community College.

Drago-Severson, E., & Pinto, K. C. (2003). School leadership in support of teachers' transformational learning: drawing from the well of human resources. Chicago, IL: Spencer Foundation.

Horton, J. A., & Hintz, S. S. (2002). The new faculty orientation and mentoring program: a strategic approach: Northern Virginia Community College.

Rosch, T. A. (1995). The Enculturation of New Faculty in Higher Education: A Comparative Investigation of Three Academic Departments. Boston, Mass.: Annual Forum of the Association for Institutional Research.

Walbeck, D., Menlove, R., Garff, T., Menlove, S., & Harris, S. (2003). What preservice and first year teachers need to know to survive and thrive. Paper presented at the Annual Conference of the American Council on Rural Special Education (ACRES), Salt Lake City, UT.

Additionally, the following CGSC reports and surveys provide historical data relating to faculty attitudes and concerns that influence the design of the orientation program:

U.S. Army Command and General Staff College Process Action Team (PAT) Report, 2002

U.S. Army Command and General Staff College Command Climate Survey, 2003

II. PROJECT/STUDY DESCRIPTION (please provide a concise narrative description of the proposed activity in terms that will allow the IRB or other interested parties to clearly understand what it is that you propose to do that involves human subjects. This description must be in enough detail so that IRB members can make an informed decision about proposal).

In addition to the data available through past surveys conducted by CGSC, faculty attitudinal data will be gathered through three survey instruments. The first survey (attached "New Faculty Survey") will focus on pre-orientation attitudes of new faculty. The second survey (attached "Experienced Faculty Survey") will ask current faculty to reflect on their experience in the college, recalling how motivated they felt when they first joined the faculty and how that motivational level

may have changed during the first year. Finally, the third posttest survey will provide the subsequent multiple observations to track attitudinal changes at regular intervals during the first year. (The third survey instrument is still being developed and will be provided as an addendum to this request at a later date.)

III. OBJECTIVE (briefly state the objective of the research – what you hope to learn from the study):

To ascertain the impact of effective orientation indoctrination of new faculty on their attitude and motivation during their first year of employment by answering the following questions:
 -Does faculty motivation decline significantly during the first year of employment at CGSC?
 -If so, does the incorporation of an effective New Faculty Orientation Program mitigate this motivation decline?

IV. DESIGN AND PROCEDURES (succinctly outline formal plan for study):

A. Location of study:	U.S. Army Command and General Staff College, Ft. Leavenworth, KS
B. Variables to be studied:	Attitudes regarding employment at CGSC as a new employee, and during the first year of employment as a faculty member.
C. Data collection methods: (surveys, instruments, etc – please attach)	Survey of new faculty (attached as "New Faculty Survey") Survey of current faculty (attached as "Experienced Faculty Survey") Survey of faculty periodically during their first year of employment (will be provided as an addendum)
D. List any factors that might lead to a subject dropping out or withdrawing from a study. These might include, but are not limited to emotional or physical stress, pain, inconvenience, etc.:	Termination of employment before the 1 year point.
E. List all biological samples taken: (if any)	none
F. Debriefing procedures for participants:	

V. RESEARCH SUBJECTS:

A. Source:	U.S. Army Command and General Staff College, Ft. Leavenworth, KS
B. Number:	Approximately 100 faculty members
C. Characteristics: (list any unique qualifiers desirable for research subject participation)	Faculty who have been employed less than one year and new faculty who will report between March 2005 and August 2006.
D. Recruitment procedures: (Explain how do you plan to recruit your subjects? Attach any fliers, posters, etc. used in recruitment. If you plan to use any inducements, ie. cash, gifts, prizes, etc., please list them here.)	none

VI. RISK – PROTECTION – BENEFITS: The answers for the three questions below are central to human subjects research. You must demonstrate a reasonable balance between anticipated risks to research participants, protection strategies, and anticipated benefits to participants or others.

A. Risks for Subjects: (Identify any reasonably foreseeable physical, psychological, or social risks for participants. State that there are "no known risks" if appropriate.)	no known risks
B. Minimizing Risk: (Describe specific measures used to minimize or protect subjects from anticipated risks.)	n/a

- C. **Benefits:** (Describe any reasonably expected benefits for research participants, a class of participants, or to society as a whole.)

Improve awareness and understanding of CGSC organization and policies. Improve faculty climate and retention.

In your opinion, does the research involve **more than minimal risk** to subjects? ("Minimal risk" means that "the risks of harm anticipated in the proposed research are not greater, considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.")

☐ Yes ☒ No

VII. CONFIDENTIALITY: Confidentiality is the formal treatment of information that an individual has disclosed to you in a relationship of trust and with the expectation that it will not be divulged to others without permission in ways that are inconsistent with the understanding of the original disclosure. Consequently, it is your responsibility to protect information that you gather from human research subjects in a way that is consistent with your agreement with the volunteer and with their expectations. If possible, it is best if research subjects' identity and linkage to information or data remains unknown.

Explain how you are going to protect confidentiality of research subjects and/or data or records. Include plans for maintaining records after completion.

Names of respondents will not be linked to data. Instead, a unique, four digit number will be assigned to permit linkage of individual longitudinal data without correlating to a specific faculty member. Research results will not be presented in groupings small enough to compromise respondents confidentiality.

VIII. INFORMED CONSENT: Informed consent is a critical component of human subjects research – it is your responsibility to make sure that any potential subject knows exactly what the project that you are planning is about, and what his/her potential role is. (There may be projects where some forms of "deception" of the subject is necessary for the execution of the study, but it must be carefully justified to and approved by the IRB). A schematic for determining when a waiver or alteration of informed consent may be considered by the IRB is found at <http://www.ksu.edu/research/comply/irb/images/slide1.jpg> and at <http://ohrp.osophs.dhhs.gov/humansubjects/guidance/45cfr46.htm#46.116>. Even if your proposed activity does qualify for a waiver of informed consent, you must still provide potential participants with basic information that informs them of their rights as subjects, i.e. explanation that the project is research and the purpose of the research, length of study, study procedures, debriefing issues to include anticipated benefits, study and administrative contact information, confidentiality strategy, and the fact that participation is entirely voluntary and can be terminated at any time without penalty, etc. Even if your potential subjects are completely anonymous, you are obliged to provide them (and the IRB) with basic information about your project. See informed consent example on the URCO website at <http://www.ksu.edu/research/comply/irb/app.html>. It is a federal requirement to maintain informed consent forms for 3 years after the study completion.

- | Yes | No | Answer the following questions about the informed consent procedures. |
|-------------------------------------|-------------------------------------|---|
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | a. Are you using a written informed consent form? If "yes," include a copy with this application. If "no" see next paragraph. |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | b. In accordance with guidance in 45 CFR 46, I am requesting a waiver or alteration of informed consent elements (See Section VII above). If "yes," provide a basis and/or justification for your request. |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | c. Are you using the online Consent Form Template provided by the URCO? If "no," does your Informed Consent document has all the minimum required elements of informed consent found in the Consent Form Template? (Please explain) |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | d. Are your research subjects anonymous? If they are anonymous, you will not have access to |

any information that will allow you to determine the identity of the research subjects in your study, or to link research data to a specific individual in any way. Anonymity is a powerful protection for potential research subjects. (An anonymous subject is one whose identity is unknown even to the researcher, or the data or information collected cannot be linked in any way to a specific person). If no, explain why and describe how you will protect the identity of subjects.

- ☒ ☐ e. Are subjects debriefed about the purposes, consequences, and benefits of the research? Debriefing refers to a mechanism for informing the research subjects of the results or conclusions, after the data is collected and analyzed, and the study is over. (If "no" explain why.)

* It is a requirement that you maintain all signed copies of informed consent documents for at least 3 years following the completion of your study. These documents must be available for examination and review by federal compliance officials.

IX. PROJECT INFORMATION: (If you answer yes to any of the questions below, you should explain them in one of the paragraphs above)

- | Yes | No | Does the project involve any of the following? |
|-------------------------------------|-------------------------------------|---|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | a. Deception of subjects |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | b. Shock or other forms of punishment |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | c. Sexually explicit materials or questions about sexual orientation, sexual experience or sexual abuse |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | d. Handling of money or other valuable commodities |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | e. Extraction or use of blood, other bodily fluids, or tissues |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | f. Questions about any kind of illegal or illicit activity |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | g. Purposeful creation of anxiety |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | h. Any procedure that might be viewed as invasion of privacy |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | i. Physical exercise or stress |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | j. Administration of substances (food, drugs, etc.) to subjects |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | k. Any procedure that might place subjects at risk |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | l. Any form of potential abuse; i.e., psychological, physical, sexual |
| <input checked="" type="checkbox"/> | <input type="checkbox"/> | m. Use of surveys or questionnaires for data collection |

IF YES, PLEASE ATTACH!!

X. SUBJECT INFORMATION: (If you answer yes to any of the questions below, you should explain them in one of the paragraphs above)

- | Yes | No | Does the research involve subjects from any of the following categories? |
|--------------------------|-------------------------------------|--|
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | a. Under 18 years of age (these subjects require parental or guardian consent) |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | b. Over 65 years of age |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | c. Physically or mentally disabled |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | d. Economically or educationally disadvantaged |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | e. Unable to provide their own legal informed consent |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | f. Pregnant females as target population |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | g. Victims |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | h. Subjects in institutions (e.g., prisons, nursing homes, halfway houses) |
| <input type="checkbox"/> | <input checked="" type="checkbox"/> | i. Are research subjects in this activity students recruited from university classes or volunteer pools? If so, do you have a reasonable alternative(s) to participation as a research subject in your project, i.e., another activity such as writing or reading, that would serve to protect students from unfair pressure or coercion to participate in this project? If you answered this question "Yes," explain any <u>alternatives options</u> for class credit for potential human subject volunteers in your study. |

- XI. **CONFLICT OF INTEREST:** Concerns have been growing that financial interests in research may threaten the safety and rights of human research subjects. Financial interests are not in themselves prohibited and may well be appropriate and legitimate. Not all financial interests cause Conflict of Interest (COI) or harm to human subjects. However, to the extent that financial interests may affect the welfare of human subjects in research, IRB's, institutions, and investigators must consider what actions regarding financial interests may be necessary to protect human subjects. Please answer the following questions:

- | | | |
|--|---|---|
| Yes
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/> | No
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/> | a. Do you or the institution have any proprietary interest in a potential product of this research, including patents, trademarks, copyrights, or licensing agreements?
b. Do you have an equity interest in the research sponsor (publicly held or a non-publicly held company)?
c. Do you receive significant payments of other sorts, eg., grants, equipment, retainers for consultation and/or honoraria from the sponsor of this research?
d. Do you receive payment per participant or incentive payments?
e. If you answered yes on any of the above questions, please provide adequate explanatory information so the IRB can assess any potential COI indicated above. |
|--|---|---|

XII. PROJECT COLLABORATORS:

- A. **KSU Collaborators** – list anyone affiliated with KSU who is collecting or analyzing data: (list all collaborators on the project, including undergraduate and graduate students)

Name:	Department:	Campus Phone:
John Persyn	Educational Leadership	
Ellen Bogdan	Educational Leadership	
Barry Leslie	Educational Leadership	

- B. **Non-KSU Collaborators:** (List all collaborators on your human subjects research project not affiliated with KSU in the spaces below. KSU has negotiated an Assurance with the Office for Human Research Protections (OHRP), the federal office responsible for oversight of research involving human subjects. When research involving human subjects includes collaborators who are not employees or agents of KSU the activities of those unaffiliated individuals may be covered under the KSU Assurance only in accordance with a formal, written agreement of commitment to relevant human subject protection policies and IRB oversight. The Unaffiliated Investigators Agreement can be found and downloaded at (<http://www.ksu.edu/research/comply/irb/forms/invagree.pdf>). The URCO must have a copy of the Unaffiliated Investigator Agreement on file for each non-KSU collaborator who is not covered by their own IRB and assurance with OHRP. Consequently, it is critical that you identify non-KSU collaborators, and initiate any coordination and/or approval process early, to minimize delays caused by administrative requirements. If you are collaborating with another institution or performing human subjects research at another site, you should review Part 2, Section IV of the KSU Assurance available online at <http://www.ksu.edu/research/comply/irb/mpa99.htm>.)

Name:	Organization:	Phone:

Does your non-KSU collaborator's organization have an Assurance with OHRP? (for Federalwide Assurance and Multiple Project Assurance (MPA) listings of other institutions, please reference the OHRP website under Assurance Information at: <http://ohrp.cit.nih.gov/search/asearch.asp#ASUR>).

- ☐ **No**
☐ **Yes** If yes, Collaborator's MPA # _____

Is your non-KSU collaborator's IRB reviewing this proposal?

☐

No

☐

Yes If yes, IRB approval #

C. **Exempt Projects:** 45 CFR 46 identifies six categories of research involving human subjects that may be exempt from IRB review. The categories for exemption are listed on the KSU research involving human subjects home page at <http://www.ksu.edu/research/comply/irb/about/exempt.html>. If you believe that your project qualifies for exemption, please indicate which exemption category applies (1-6). Please remember that only the IRB can make the final determination whether a project is exempt from IRB review, or not.

Exemption Category: 1

XIII. CLINICAL TRIAL ☐Yes ☒No

(If so, please give product.)

If you have questions, please call the University Research Compliance Office (URCO) at 532-3224, or comply@ksu.edu

INVESTIGATOR ASSURANCE FOR RESEARCH INVOLVING HUMAN SUBJECTS

(Print this page separately because it requires a signature by the PI.)

P.I. Name: Sarah Jane Fishback

Title of Project: Effect of Initial New Faculty Orientation on Faculty Motivation During First Year of Employment

XII. **ASSURANCES:** As the Principal Investigator on this protocol, I provide assurances for the following:

- A. **Research Involving Human Subjects:** This project will be performed in the manner described in this proposal, and in accordance with the Federalwide Assurance FWA00000865 approved for Kansas State University available at <http://ohrp.osophs.dhhs.gov/polasur.htm#FWA>, applicable laws, regulations, and guidelines. Any proposed deviation or modification from the procedures detailed herein must be submitted to the IRB, and be approved by the Committee for Research Involving Human Subjects (IRB) prior to implementation.
- B. **Training:** I assure that all personnel working with human subjects described in this protocol are technically competent for the role described for them, and have completed the required IRB training modules found at: <http://www.ksu.edu/research/comply/irb/training/index.html>. I understand that no proposals will receive final IRB approval until the URCO has documentation of completion of training by all appropriate personnel.
- C. **Extramural Funding:** If funded by an extramural source, I assure that this application accurately reflects all procedures involving human subjects as described in the grant/contract proposal to the funding agency. I also assure that I will notify the IRB/URCO, the KSU PreAward Services, and the funding/contract entity if there are modifications or changes made to the protocol after the initial submission to the funding agency.
- D. **Study Duration:** I understand that it is the responsibility of the Committee for Research Involving Human Subjects (IRB) to perform continuing reviews of human subjects research as necessary. I also understand that as continuing reviews are conducted, it is my responsibility to provide timely and accurate review or update information when requested, to include notification of the IRB/URCO when my study is changed or completed.
- E. **Conflict of Interest:** I assure that I have accurately described (in this application) any potential Conflict of Interest that my collaborators, the University, or I may have in association with this proposed research activity.
- F. **Accuracy:** I assure that the information herein provided to the Committee for Human Subjects Research is to the best of my knowledge complete and accurate.

(Principal Investigator Signature)

(date)

Appendix B - CGSC IRB Application

Application to Request Approval For Research Involving the Use of Human Subjects

This application is required for all research projects involving the use of Human Subjects within the US Army Command and General Staff College. Please complete or mark a response to each item even if the response is “no” or “not applicable.” An incomplete application may delay approval of your research request.

Bring this completed application along with your Research Proposal to the Quality Assurance office, room 198 Bell Hall:

Research Proposal Requirements:

- (1) Title Page
- (2) Definition of the Research Problem
- (3) Literature Review
- (4) Research Objectives
- (5) Research Methodology to include number and demographic make-up of desired participants
- (6) Data Collection Instruments to be used
- (7) How and by whom the data will be analyzed
- (8) For whom the study is being conducted

1. Abstract (use the space provided or attach a separate sheet)

Describe the problem statement, purpose, objectives, design, and site of the research in straightforward non-technical language.

1a. Problem statement and purpose:

Past comments by faculty suggests that that absence of an effective new faculty orientation program may contribute to declining enthusiasm and motivation of faculty during their first year of employment at the U.S. Army Command and General Staff College. If so, recent Army policy changes will further exacerbate the problem and may increase the challenges of faculty retention. These changes call for faculty numbers to increase from the pre-2004 level of 318 03-04 to 496 in AY 07-08, a significant influx of new faculty into the organization during this 5-year growth period. The need for an effective orientation program peaks during this expansion period, then declines when the faculty levels again reach steady state beyond AY 07-08.

This study will capitalize on this unique opportunity by surveying faculty to determine needs and developing an appropriate orientation program to meet those needs. Research will focus on evaluating the effect of the orientation program on faculty motivation, as well as to suggest improvements to the program.

1b. Objectives of the research:

To ascertain the impact of effective orientation indoctrination of new faculty on their attitude and motivation during their first year of employment by answering the following questions:

-Does faculty motivation decline significantly during the first year of employment at CGSC?

-If so, does the incorporation of an effective New Faculty Orientation Program mitigate this motivation decline?

1c. Check one of the following Research Designs:

- ☐ Hypothesis Testing
- ☐ Cost/Benefit or Cost-Effectiveness
- ☐ Policy Analysis
- ☐ Operations Research
- ☐ Case Study
- ☒ Program Evaluation
- ☐ Other (describe) _____

1d. Location for research: **U.S. Army Command and General Staff College,
Ft. Leavenworth, KS**

2. Protocol:

2a. State the time frame for data collection: **May 2005 - December 2007**

2b. Are you the sole investigator (circle one): **No** Yes

If no, provide the name(s) of other investigators:

Ms. Ellen Bogdan (DAO)
Mr. Barry Leslie (DLRO)
Mr. John Persyn (DJMO)

2c. Videotape or audiotape will be used (circle one): **No** Yes

If yes, describe procedures for videotape or audiotape collection

2d. Indicate data gathering instruments:

- ☒ Survey
- ☐ Interview

- Observation
- Questionnaire
- Other (please describe) _____

How will the data collection instruments be administered and collected?

Administered

- In Class
- US Mail
- E-mail
- Personal Interview
- ☒ World Wide Web
- ☒ Other in office

Collected

- In Class
- US Mail
- E-mail
- Personal Interview
- ☒ World Wide Web
- ☒ Secure drop box
- Other _____

3. Instrumentation: Attach a copy of all questionnaires, interview questions or data collection instruments.

4. Characteristics of Subjects: Complete all questions

How many subjects will be surveyed, interviewed, tested or otherwise involved in the project?: **Approximately 450 faculty members total (100 new faculty members).**

How Many: #male **225 total/50 new** #female **225 total/50 new** (Estimate if doing a random sample)

Will you be asking subject to identify their ethnicity? (circle one) **Yes** No

If yes, indicate the ethnic groups which will be used in the demographic question.

Open-ended question that permits respondents to specify their ethnicity using their own definitions.

Briefly describe the population:

All current CGSC faculty and future new faculty reporting prior to December 2007.

Is health status of subjects a consideration? (circle one) Yes **No**

If yes, provide details.

Subject Selection: Do you have written permission to use the subject pool? (check all that apply)

- ☒ Letter of approval from **Director, CGSS (verbal approval).**
- Permission is not necessary. My source is a public list found in _____.

How are subjects selected?

- ☒ Using entire available population
- ☐ Using a convenience sample of the available population #_____ subjects out of #_____ potential
- ☐ Systematic sample (for example, every 5th person)
- ☐ Random sample (describe the selection process)

What is your relationship to your subjects?

- ☐ supervisor
- ☒ co-worker
- ☐ no relationship
- ☐ other (please describe) _____

5. Benefits

Describe the potential benefits of the study to subjects and larger community. State clearly the importance of expected knowledge to be gained from this research project.

Improve awareness and understanding of CGSC organization and policies. Improve faculty climate and retention.

6. Risks and Protections:

Types of risks and examples

- a. Physical – risk of heart attack if project involves subjects working on a treadmill*
- b. Social – disclosure of individual responses could lead to a loss of community standing*
- c. Economic – disclosure of individual responses could result in loss of employment*
- d. Psychological – survey questions remind subjects of traumatic or emotional events*
- e. Legal – survey questions may be self-incriminating*

There is potential for the following kinds of risk: (circle all that apply)

Physical risk Social risk Economic risk Psychological risk
Legal risk No likelihood of risk

Please describe any **potential** risk to your subjects and how risk will be minimized: NA

7. Confidentiality: Complete all questions

Describe the precautions that will be taken to ensure the privacy of subjects and confidentiality of data:

a. How and where any information which could identify subjects will be kept.

Individual surveys will be kept in a locked file cabinet with access limited to FDP-0 project team members.

b. Who has access to information which could identify subjects.

Only FDP-0 project team members (Ms. Bogdan, Mr. Leslie, and Mr. Persyn) will have access to information which could identify subjects. However, data collection procedures do not include correlating survey data with subject names.

c. How long any information which could identify subjects will be kept.

Lists containing subject names and subject 4-digit identification codes will be retained until subjects respond to the final longitudinal survey. This is name-id number correlation is only to link longitudinal survey data, not to match data with individuals.

d. The plan for disposition of information which could identify subjects, if appropriate.

Lists containing subject names and subject 4-digit identification codes will be destroyed at the end of the study period.

Is data collected via videotape or audio tape? (circle one) ☒ No Yes

If yes, who will make transcriptions? NA

Who has access to transcriptions? NA

How have audiotapes/videotapes been coded so subject names are not known to anyone but the researcher? NA

Will the audiotape/videotape be used for purposes other than this research? (circle)

☒ No Yes

Observations:

Subjects have agreed to be observed (circle) ☒ No Yes

If you answered No:

- ✗ Subjects have no reasonable expectation that behavior is private
- ✗ Observation data is not coded or coding is unrelated to individuals under observation

Stop! Have you completed every section (even if the response is no or N/A)?

Have you attached the backup materials such as cover letter, etc?

Bring this completed application along with your research proposal to the Quality Assurance and Evaluation Office, Bell Hall room 198.

Appendix C - End of Data Collection Report Format

Sample End Of Data Collection Report
For Research Involving The Use Of Human Subjects

US Army Command & General Staff College
Fort Leavenworth, Kansas

Complete the following and submit one copy to the CGSC Quality Assurance Office, Bell Hall room 198. Include copies of signed consent forms, if required.

Project Title: _____

Name of Researcher(s): _____

Address of Researcher(s): _____

Dates that data was collected from Human Subjects: ____/____/____ to ____/____/____

The signatures below verify that the above named research involving human subjects was performed according to the procedures approved by the CGSC IRB and that collection of data from human subjects is now complete.

A total of _____ subjects participated in this research _____ subjects voluntarily withdrew from the project _____ subjects experienced complications, adverse reactions, or injuries resulting from participation in the research project. The CGSC Quality Assurance & Evaluation Office will maintain all records for this project for one year.

Researcher's Printed Name

Researcher's Signature

Researcher's Printed Name

Researcher's Signature

Date Submitted to CGSC QA & E

Appendix D - Experienced Faculty Survey



Faculty Orientation Program Experienced Faculty Survey

Welcome and thank you for your participation in this survey.

CGSC takes great pride in its heritage as a quality educational institution, but we need your help to continue this legacy. Comments by many of the recently reporting new faculty suggest that we need a more effective orientation program for new CGSC faculty members. Your comments will help us improve this process.

This survey is administered by CGSC faculty and staff members as part of their Kansas State University doctoral research project.

Please take a few minutes to complete this survey. Your participation is strictly voluntary, and your responses are completely confidential. You may skip any questions that may make you uncomfortable. The process should take about 15 - 20 minutes to complete.

Thank you for participating in this survey. Through it, you are helping to improve the orientation process for your future colleagues.

If you have questions regarding the content of this survey, please contact Mr. John Persyn at 684-2442 and if you have technical difficulties with it, contact Mr. Douglas Loa, 684-7275.

Let's begin.

**This Survey has been approved by
QAO and the Survey Control number is
06-014**

Overview

The following statements refer to your experience when you first reported as a faculty member.	Excellent	Good	Fair	Poor	Non-existent
1. How would you rate the CGSC faculty orientation in use when you began your assignment as a CGSC faculty member?	○	○	○	○	○
2. How would you rate your directorate's CGSC faculty orientation in use when you began your assignment as a CGSC faculty member?	○	○	○	○	○

The following statements refer to your experience when you first reported as a faculty member.	Strongly Agree	Agree	Disagree	Strongly Disagree	Neither Agree nor Disagree
3. I view employment at CGSC as an opportunity to grow professionally.	○	○	○	○	○
4. The new faculty information I received was helpful in preparing me to teach at CGSC.	○	○	○	○	○
5. The new faculty information I received was helpful in preparing me to perform my administrative responsibilities at CGSC.	○	○	○	○	○
6. I felt welcomed as a new faculty member at CGSC.	○	○	○	○	○
7. My assigned sponsor was helpful assisting me with my arrival needs.	○	○	○	○	○
8. My initial needs (desk, phone, computer, email account, etc.) were fully met before other responsibilities were assigned.	○	○	○	○	○
9. My questions regarding pay were answered.	○	○	○	○	○
10. My questions regarding promotion were answered.	○	○	○	○	○
11. My responsibilities as a faculty member were described.	○	○	○	○	○

Please explain why your sponsor was not helpful.

Please explain what needs were not met.

Orientation

12. How important to the success of the college is the implementation of an effective program for the orientation of new faculty?

<input type="radio"/> Essential
<input type="radio"/> Very Important
<input type="radio"/> Somewhat Important
<input type="radio"/> Unimportant

13. Which welcome information did you receive from CGSC or your directorate when you began your employment (assignment) as a CGSC faculty member? (check all that apply)

<input type="checkbox"/> CGSC Welcome Letter
<input type="checkbox"/> Directorate sponsor contact: Letter
<input type="checkbox"/> Directorate sponsor contact: E-mail
<input type="checkbox"/> Directorate sponsor contact: Telephone
<input type="checkbox"/> Directorate in-briefing
<input type="checkbox"/> I did not receive welcome information
<input type="checkbox"/> Other <input style="width: 150px;" type="text"/>

14. What additional information would have been helpful when you began your employment (assignment) as a CGSC faculty member?

--

Employee Satisfaction

How Satisfied are you with. . .	Highly Satisfied	Satisfied	Dissatisfied	Highly Dissatisfied	Neither Satisfied nor Dissatisfied
15. your position?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. your salary?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. your employee benefits?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. information you were provided about your position?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. information you were provided about your salary?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. information you were provided about your employee benefits?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. information you were provided about your career growth opportunities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. information you were provided about your personal growth opportunities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain why you are not satisfied with your promotion potential.

Please explain why you are not satisfied with your salary.

Please explain why you are unsatisfied with your employee benefits.

Demographics

23. Gender

<input type="radio"/> Male
<input type="radio"/> Female

24. Race/Ethnicity

--

25. Date you began your current employment (assignment) as a faculty member at CGSC (month/year)?

--

26. What is your current faculty level?

<input type="radio"/> Professor
<input type="radio"/> Associate Professor
<input type="radio"/> Assistant Professor
<input type="radio"/> Instructor

27. What is your current leadership position?

<input type="radio"/> Team Leader	
<input type="radio"/> Staff Group Advisor	
<input type="radio"/> Other <table border="1" data-bbox="430 1381 685 1434"><tr><td></td></tr></table>	

28. What is your highest education level?

<input type="radio"/> One or more earned doctorates
<input type="radio"/> Completion of all doctoral course work except dissertation (ABD)
<input type="radio"/> Course work leading toward doctorate
<input type="radio"/> One or more master's degrees
<input type="radio"/> Course work leading toward master's degree
<input type="radio"/> Bachelor's degree
<input type="radio"/> No degree at bachelor or higher level

29. What previous experience do you have as an educator in the classroom? (check all that apply)

<input type="checkbox"/> Military service college (including prior tours at CGSC)
<input type="checkbox"/> Military service academy
<input type="checkbox"/> Civilian university or college
<input type="checkbox"/> Elementary or secondary education
<input type="checkbox"/> Military training classroom
<input type="checkbox"/> Other <input type="text"/>

30. Have you previously been employed (assigned) as a faculty member at CGSC?

<input type="radio"/> Yes
<input type="radio"/> No

31. What was the length (years & months) of your previous period of employment (assignment) at CGSC?

32. How long was the break (years & months) between your previous CGSC period of employment (assignment) and your current period of employment (assignment)?

33. For your previous employment, what was your assigned directorate?

<input type="checkbox"/> DMH
<input type="checkbox"/> DLRO
<input type="checkbox"/> DJMO
<input type="checkbox"/> LID
<input type="checkbox"/> CTAC
<input type="checkbox"/> Other <input type="text"/>

34. For your previous employment, what was your employee group?

<input type="radio"/> US active duty military
<input type="radio"/> Non-US military
<input type="radio"/> Title 5 civilian
<input type="radio"/> Title 10 civilian
<input type="radio"/> Contractor
<input type="radio"/> Other <input type="text"/>

35. What is your current directorate?

<input type="checkbox"/> DMH
<input type="checkbox"/> DLRO
<input type="checkbox"/> DJMO
<input type="checkbox"/> LID
<input type="checkbox"/> CTAC
<input type="checkbox"/> Other <input type="text"/>

36. What is your current employee group?

<input type="radio"/> US active duty military
<input type="radio"/> Non-US military
<input type="radio"/> Title 5 civilian
<input type="radio"/> Title 10 civilian
<input type="radio"/> Contractor
<input type="radio"/> Other <input type="text"/>

37. Total years of civilian government service:

38. Prior military service?

<input type="radio"/> Yes
<input type="radio"/> No

39. Total years of military service:

40. Service (check all that apply):

<input type="checkbox"/> Army
<input type="checkbox"/> Air Force
<input type="checkbox"/> Marine Corps
<input type="checkbox"/> Navy
<input type="checkbox"/> Coast Guard

41. Rank/Paygrade:

<input type="radio"/> COL (or service equivalent)/O-6
<input type="radio"/> LTC (or service equivalent)/O-5
<input type="radio"/> MAJ (or service equivalent)/O-4
<input type="radio"/> Other <input type="text"/>

43. What has contributed to your success in “learning the ropes” as a newly assigned instructor at CGSC?

44. What has contributed to the difficulties you have encountered in “learning the ropes” as a new CGSC faculty member?

45. What information does a new faculty member need to be an effective member of the CGSC academic community?

46. What has made you feel valued as a faculty member at CGSC?

47. What has made you feel **not** valued as a faculty member at CGSC?

48. How could the College better orient new faculty?

49. Please offer any additional comments you have regarding new faculty orientation at CGSC.

**At this time, you may review and edit your responses.
After your review, select “finish” to submit.**



Once again, thank you for your participation in this survey.
Your responses will aid in improving the College's employee relations and enable the College leadership to equip you with the tools necessary to continue to be an effective faculty member.

Appendix E - New Faculty Survey



Faculty Orientation Program New Faculty Survey

Welcome and thank you for your participation in this survey.

CGSC takes great pride in its heritage as a quality educational institution, but we need your help to continue this legacy. Comments by many of the recently reporting new faculty suggest that we need a more effective orientation program for new CGSC faculty members. Your comments will help us improve this process.

This survey is administered by CGSC faculty and staff members as part of their Kansas State University doctoral research project.

Please take a few minutes to complete this survey. Your participation is strictly voluntary, and your responses are completely confidential. You may skip any questions that may make you uncomfortable. The process should take about 15 - 20 minutes to complete.

You will also be asked to participate in a follow-up survey in about 6 months. A randomly generated tracking number will be assigned to capture both surveys. Once the link is successful, the tracking number will be replaced by a record number that can not be traced to you as an individual.

Thank you for participating in this survey. Through it, you are helping to improve the orientation process for your future colleagues.

If you have questions regarding the content of this survey, please contact Mr. John Persyn at 684-2442 and if you have technical difficulties with it, contact Mr. Douglas Loa, 684-7275.

Let's begin.

**This Survey has been approved by
QAO and the Survey Control number is
05-023**

Overview

Select the answer that best reflects your opinion.	Excellent	Good	Fair	Poor	Non-existent
1. How would you rate the CGSC faculty orientation in use when you began your assignment as a CGSC faculty member?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. How would you rate your directorate's CGSC faculty orientation in use when you began your assignment as a CGSC faculty member?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The following statements refer to your experience when you first reported as a faculty member.	Strongly Agree	Agree	Disagree	Strongly Disagree	Neither Agree nor Disagree
3. I view employment at CGSC as an opportunity to grow professionally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The new faculty information I received was helpful in preparing me to teach at CGSC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The new faculty information I received was helpful in preparing me to perform my administrative responsibilities at CGSC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I felt welcomed as a new faculty member at CGSC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. My assigned sponsor was helpful assisting me with my arrival needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. My initial needs (desk, phone, computer, email account, etc.) were fully met before other responsibilities were assigned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. My questions regarding pay were answered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. My questions regarding promotion were answered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My responsibilities as a faculty member were described.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain why your sponsor was not helpful.

Please explain what needs were not met.

Orientation

12. How important to the success of the college is the implementation of an effective program for the orientation of new faculty?

<input type="radio"/> Essential
<input type="radio"/> Very Important
<input type="radio"/> Somewhat Important
<input type="radio"/> Unimportant

13. Which welcome information did you receive from CGSC or your directorate when you began your employment (assignment) as a CGSC faculty member? (check all that apply)

<input type="checkbox"/> CGSC Welcome Letter
<input type="checkbox"/> Directorate sponsor contact: Letter
<input type="checkbox"/> Directorate sponsor contact: E-mail
<input type="checkbox"/> Directorate sponsor contact: Telephone
<input type="checkbox"/> Directorate in-briefing
<input type="checkbox"/> I did not receive welcome information
<input type="checkbox"/> Other <input style="width: 150px;" type="text"/>

14. What additional information would have been helpful when you began your employment (assignment) as a CGSC faculty member?

--

Employee Satisfaction

How Satisfied are you with. . .	Highly Satisfied	Satisfied	Dissatisfied	Highly Dissatisfied	Neither Satisfied nor Dissatisfied
15. your potential for promotion?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. your salary?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. your employee benefits?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. information you were provided about your position?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. information you were provided about your salary?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. information you were provided about your employee benefits?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. information you were provided about your career growth opportunities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. information you were provided about your personal growth opportunities?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please explain why you are not satisfied with your promotion potential.

Please explain why you are not satisfied with your salary.

Please explain why you are unsatisfied with your employee benefits.

Demographics

23. Gender

<input type="radio"/> Male
<input type="radio"/> Female

24. Race/Ethnicity

--

25. Date you began your current employment (assignment) as a faculty member at CGSC (month/year)?

--

26. What is your current faculty level?

<input type="radio"/> Professor
<input type="radio"/> Associate Professor
<input type="radio"/> Assistant Professor
<input type="radio"/> Instructor

27. What is your current leadership position?

<input type="radio"/> Team Leader	
<input type="radio"/> Staff Group Advisor	
<input type="radio"/> Other <table border="1" data-bbox="430 1381 685 1434"><tr><td></td></tr></table>	

28. What is your highest education level?

<input type="radio"/> One or more earned doctorates
<input type="radio"/> Completion of all doctoral course work except dissertation (ABD)
<input type="radio"/> Course work leading toward doctorate
<input type="radio"/> One or more master's degrees
<input type="radio"/> Course work leading toward master's degree
<input type="radio"/> Bachelor's degree
<input type="radio"/> No degree at bachelor or higher level

29. What previous experience do you have as an educator in the classroom? (check all that apply)

<input type="checkbox"/> Military service college (including prior tours at CGSC)
<input type="checkbox"/> Military service academy
<input type="checkbox"/> Civilian university or college
<input type="checkbox"/> Elementary or secondary education
<input type="checkbox"/> Military training classroom
<input type="checkbox"/> Other <input type="text"/>

30. Have you previously been employed (assigned) as a faculty member at CGSC?

<input type="radio"/> Yes
<input type="radio"/> No

31. What was the length (years & months) of your previous period of employment (assignment) at CGSC?

32. How long was the break (years & months) between your previous CGSC period of employment (assignment) and your current period of employment (assignment)?

33. For your previous employment, what was your assigned directorate?

<input type="checkbox"/> DMH
<input type="checkbox"/> DLRO
<input type="checkbox"/> DJMO
<input type="checkbox"/> LID
<input type="checkbox"/> CTAC
<input type="checkbox"/> Other <input type="text"/>

34. For your previous employment, what was your employee group?

<input type="radio"/> US active duty military
<input type="radio"/> Non-US military
<input type="radio"/> Title 5 civilian
<input type="radio"/> Title 10 civilian
<input type="radio"/> Contractor
<input type="radio"/> Other <input type="text"/>

35. What is your current directorate?

<input type="checkbox"/> DMH
<input type="checkbox"/> DLRO
<input type="checkbox"/> DJMO
<input type="checkbox"/> LID
<input type="checkbox"/> CTAC
<input type="checkbox"/> Other <input type="text"/>

36. What is your current employee group?

<input type="radio"/> US active duty military
<input type="radio"/> Non-US military
<input type="radio"/> Title 5 civilian
<input type="radio"/> Title 10 civilian
<input type="radio"/> Contractor
<input type="radio"/> Other <input type="text"/>

37. Total years of civilian government service:

38. Prior military service?

<input type="radio"/> Yes
<input type="radio"/> No

39. Total years of military service:

40. Service (check all that apply):

<input type="checkbox"/> Army
<input type="checkbox"/> Air Force
<input type="checkbox"/> Marine Corps
<input type="checkbox"/> Navy
<input type="checkbox"/> Coast Guard

41. Rank/Paygrade:

<input type="radio"/> COL (or service equivalent)/O-6
<input type="radio"/> LTC (or service equivalent)/O-5
<input type="radio"/> MAJ (or service equivalent)/O-4
<input type="radio"/> Other <input type="text"/>

42. Campus Location:

<input type="radio"/> CGSC Resident (Ft. Leavenworth)
<input type="radio"/> Satellite (Specify) <input type="text"/>

43. What has contributed to your success in “learning the ropes” as a newly assigned instructor at CGSC?

44. What has contributed to the difficulties you have encountered in “learning the ropes” as a new CGSC faculty member?

45. What information does a new faculty member need to be an effective member of the CGSC academic community?

46. What has made you feel valued as a faculty member at CGSC?

47. What has made you feel **not** valued as a faculty member at CGSC?

48. How could the College better orient new faculty?

49. Please offer any additional comments you have regarding new faculty orientation at CGSC.

**At this time, you may review and edit your responses.
After your review, select “finish” to submit.**



Once again, thank you for your participation in this survey.
Your responses will aid in improving the College's employee relations and enable the College leadership to equip you with the tools necessary to continue to be an effective faculty member.

Appendix F - Responses to Open-ended Questions

Table F.1 Question 7 – Reasons Respondents Cited for Why Their Sponsor Was Not Helpful

Subject		No sponsor assigned	Sponsor unnecessary	Sponsor assigned late	Sponsor too busy or uninterested	No reason provided
	Please explain why your sponsor was not helpful.					
6	None assigned	x				
9	No sponsor was assigned. I received an email from a future teaching teammate while I was on PCS leave, seven days from reporting date, not because he was instructed to, but to inform me that I would be leaving to teach at a satellite campus within two weeks of arriving at Ft. Leavenworth.	x				
12	My sponsor was on leave. No other sponsor was assigned. By the time my sponsor returned off of leave I had been on the ground for two weeks.				x	
16	I had no sponsor assigned until 2 weeks before arrival. The Department Secretary acted as a go between for me and my sponsor, since he had technical problems trying to respond to my emails. He was a first year instructor also assigned as the division chief.....too much on his plate right in the middle of C200 courses. He did not have the capacity to sponsor someone. This is my third tour at Leavenworth, so there was not a lot that I needed help with, which was probably a good thing for my sponsor.			x	x	
18	Sponsor was TDY when I arrived.				x	
21	No sponsor assigned	x				
27	I didn't really have one assigned. I graduated from the 05 class on a Friday and began FDP-1 on the following Monday. Not really an issue because the AF element took care of me but no Formal sponsor was assigned.	x	x			
32	To my knowledge, I had no assigned sponsor.	x				
36	He was on leave when I arrived. He did not respond to my e-mail that was sent before I PCS'd.				x	

Subject		No sponsor assigned	Sponsor unnecessary	Sponsor assigned late	Sponsor too busy or uninterested	No reason provided
	Please explain why your sponsor was not helpful.					
37	I did not have a sponsor, per se. [NAME] was fully engaged in teaching the first Belvoir classes and leading the two faculty groups. He did the best he could to get me and other new faculty situated. But you could in no real sense of the word call him a 'sponsor.' So, in essence, I did not have a sponsor when I came on board on 14 November 2005.	x				
38	I never received a sponsor upon arrival, nor was one programed in.	x				
41	I did not have a sponsor. When I reported for duty, I was told I missed the writing suspense for FDP-1 and I had 24 hours to get it done. At that time, my priority was not to first find my computer at home among the 350 other boxes, unpack the computer, set it up and write a 2 page paper while my wife and 18 month old tried to unpack our household goods.	x				
48	Did not have one in the short time available in transition from military to civilian.	x	x			
50	Did not engage with him very much prior to my arrival or after. I was already familiar with the school from my days as a student.		x			
52	The sponsor only returned one phone call, and was in the process of PCS'ing from Ft. Leavenworth. He didn't provide any assistance at all. He didn't even provide me with location of the housing office or welcome center.				x	
55	I did not have an official sponsor assigned to me. While I had quite a bit of help from other people in the office, I did not have an official sponsor.	x				
56	I did not have a sponsor.	x				
60	I never had a sponsor.	x				
62	Did not really need a sponsor since I came off active duty to the same job.	x	x			
67	I did not have a sponsor. However, I did receive a welcome letter prior to my arrival. Since I	x				

Subject		No sponsor assigned	Sponsor unnecessary	Sponsor assigned late	Sponsor too busy or uninterested	No reason provided
	Please explain why your sponsor was not helpful.					
	lived here before, it really wasn't an issue.					
70	Never was assigned a sponsor	x				
71	didn't have one	x				
80	I did not have a sponsor when I reported into the Satellite Campus at [SATELLITE LOCATION].	x				
84	I was not assigned a sponsor.	x				
86	My sponsor was somewhat helpful. However, he was in the middle of a critical teaching block and transitioning. As for location, family, school information were no problem because I was already assigned here. I just needed good lay out of this entire program and process.				x	
88	I did not have one assigned. At least, not as far as I know.	x				
89	didn't have one	x				
93	No college sponsor was assigned. Although for accuracy I must point out I was one of the first Title X employees and had previous college experience while in uniform 1990-1993.	x				
95	I was not assigned a sponsor, that I know of. My officemate became my unofficial sponsor. There was not a sponsorship program for Title 10 folks in DJMO at that time. Not sure there is one even at this time for Title 10 folks.	x				
99	Wasn't assigned one.	x				
101	My sponsor was not working on the same team or committee what I was. Therefore, his schedule and responsibilities drove him a different direction than mine. I would suggest that a new instructor's sponsor should be at least on the same committee as the new instructor. To be fair...I had taught at DLRO 15 years earlier and new my sponsor. He knew that I had been				x	

Subject		No sponsor assigned	Sponsor unnecessary	Sponsor assigned late	Sponsor too busy or uninterested	No reason provided
	Please explain why your sponsor was not helpful.					
	around and probably didn't get near as concerned as to my care and feeding.					
102	I did not have a sponsor	x				
105	No Sponsor was assigned. There were 3 Title X's in the section and we were treated like we were still on AD. No effort was made to assist us in obtaining office 'stuff'. I had to go to Flint Hall and physically move a computer to the 3rd floor of BH. Same with the desk. I went down to the loading dock and salvaged not a desk but a credenza because that was all that was available. At that point I couldn't believe I had just left a 5th floor office (fully equipped) at Sprint for personally lugging (all alone) all my own office furniture up to the 3rd floor. The available chairs were all in such poor condition that I personally spent \$100.00 to buy a decent office chair that I could adjust.	x				
106	I met the guy once. He made it clear he had other things to do and did them. I don't think he ever helped me do anything in terms of inprocessing. Of course, he left the department shortly thereafter.				x	
108	No sponsor was assigned.	x				
113	I did not have a sponsor.	x				
117	Did not have a sponsor assigned.	x				
119	I did not have a sponsor.	x				
124	None was ever assigned or he never made contact if one was assigned.	x				
125	No sponsor	x				
126	as one of the first six ILE hires (initially hired as a temp GS12), I didn't have a sponsor.	x				
127	Didn't have a sponsor assigned!	x				

Subject		No sponsor assigned	Sponsor unnecessary	Sponsor assigned late	Sponsor too busy or uninterested	No reason provided
	Please explain why your sponsor was not helpful.					
128	There was no sponsor initially. Four of us were given a closet in Flint Hall and told to make it an office which we did by painting it ourselves and then finding and moving in our own furniture. Computers were eventually given to us after several weeks.	x				
130	None provided or requested.	x				
134	Under the old system, I was never assigned one officially. I survived.	x				
138	I did not have one.	x				
140	While people were helpful in getting me settled, to the best of my knowledge, I had no one assigned as a sponsor. If one was assigned, that person never identified himself or herself. I never saw 'special effort' from one individual more than another.	x				
143	Since I had been in the dept 5 yrs before, I don't even remember having or needing a sponsor.	x				
146						x
155	I was never assigned one.	x				
168	No sponsor assigned prior to arrival.	x				
172	did not receive a sponsor	x				
174	Very limited contact. Did not provide must info to prpeare me for job.				x	
176	I teach in the School for Command Preparation so am fairly senior and did not need a sponsor.	x	x			
177	Never was assigned a sponsor	x				
178	didn't have one	x				

Table F.2 Question 8 – Orientation Needs That Respondents Cited as Not Met

Subject	Please explain what needs were not met.	Work location (office, desk)	Computer access	Familiarization with system.	Benefits, etc.	N/A
3	Computer access took over a month; Class A phone line may not be available for up to a year; growing pains with a satellite location.		x			
4	CAC Card was not issued until 43 days had passed. Consequence was no access to computer.		x			
5	Computer (for the first three weeks). No team assignment.		x			
6	No computer for approximately 3 weeks.		x			
10	Comptuer account; admininstrative set-up. Training/orientation on instructor administrative issues such. Clarity on role of instruction and the college (training or education? Excellence or leveler?)		x			
15	It took several weeks to get my e-mail up and running.		x			
26	No desk, no phone, no computer for a month.	x	x			
38	Understanding 'the day in the life of a CTAC instructor'.			x		
41	I was not provided an office until I was assigned for a week. Three weeks after my arrival I received a computer, and DOET finally authorized me access to their system a week after I received the computer because the priority was to the students.	x	x			
56	I had to scrounge a computer so I could prep for FDP classes.	x	x			
60	Other than an inprocessing sheet I wasn't given any guidance on where to find information. This was a fall out from having no sponsor.	x	x			
62	Primarily email account		x			
64	The basic problem was establishing an AKO account. It took a few days to find someone to serve as a sponsor since many were gone on holiday in mid-June.		x			
70	AKO not set up; e-mail not set up; DTS not set up; prelim for CAC card not set up (I still don't		x			

Subject	Please explain what needs were not met.	Work location (office, desk)	Computer access	Familiarization with system.	Benefits, etc.	N/A
	have a CAC card!).					
92	There was NO reception plan. It was several days before I was given an office. A week before I had a computer, and I had to bring my own phone from home because the one in the office did not work. The file cabinets and desk were full of papers and pubs from years earlier. I had to clean the office out before I could even work there.	x	x			
93	As above.		x			
102	No comment					
105	No information on the organization of the teaching division. Again, it was assumed that because I was once on AD that I should have no problem fitting 'in'. No one took the time to explain the organization, the POI, or even how to use the phone to register my name and number. It was 3 months before I was able to figure out TSP. Part of the fault here lies with CPAC and their initial orientation. The telling issue here (at CGSC) though is 5 W's of being a Title X. I still have not seen the Title X manual that addresses our roles, responsibilities, promotions, etc... Why doesn't the Deputy Director or some designated representative sit down with a new person and explain things to them. Even filling out the time sheet was a OTJ learning experience for me. When I was working in the civilian world I started an orientation program for my new employees to help 'welcome' them into the organization in an appropriate manner. It is incongruous to me that at an Army post where we talk about valuing people, leadership, and expertise in planning that we can't get this 'right'.	x	x	x	x	
108	I did not receive a desk, a phone, or a computer until six weeks after arriving. Until then, I literally wandered the hallway with a briefcase and wondered what the hell I was doing here.	x	x			
110	Clear explanation on policy and procedures for Grading requirements and standards/SGA responsibilities/CGSC organization		x			

Subject		Work location (office, desk)	Computer access	Familiarization with system.	Benefits, etc.	N/A
	Please explain what needs were not met.					
113	I could not use my conputer for two weeks until I got my security clearance up dated. When my security clearance was ready, no one informed me. After I got my security clearance, I had trouble getting into the CAC net. No one helped me. I had to do it all on my own. I was here for a month before I found out that I was supposed to process in with CGSC G1, G2, G3, G4, DOET etc. No one told me.		x			
119	I had no computer and no phone for the first month after arriving in the department. I was provided no guidance or orienetation with respect to how the department was organized or how the rest of the college teaching departments and staff were organized.	x	x			
122	This was way back in 1995...computers were not available, nor was an outfitted desk, internet access was slow to come, telephone codes were not available to have access to the phone system..nor were reference publications available/issued. No instruction on the college computer network to access instructional materials, nor how the materials were organized. My department sponsor was not very helpful at all. Trainup was over when I arrived. I went right into teaching, followed later by Instructor Preperation Course.	x	x	x		
126	I had to find my own desk, chair, etc for use in Flint Hall.	x				
127	There was not an overall CGSC welcome or orientation, nor was there one for my directorate. The directorate orientation has been implemented since my arrival. There is still not an orientation or welcome packet for the directorate that I know of. I moved offices several times before finally staying in one. A week to get a computer and associated administrative logins, etc.	x	x	x		
128	Space, organization, no chain of command or even supervisor was initially appointed	x	x	x		
129	I did not have a complete understanding of benefits available. There was no formal briefing, I had to scrounge for information just as I had to scrounge for a computer, a phone, books, etc.		x		x	

Subject		Work location (office, desk)	Computer access	Familiarization with system.	Benefits, etc.	N/A
	Please explain what needs were not met.					
138	I was preparing lesson plans before I had access to G drive.		x			
142	It does not make sense for me to take this survey because we in CTAC have greatly improved our new instructor orientation. When I returned about three years ago, each teachin team ran new instructors through some form of orientation, we then scoured the college in search of manuals and other teaching materials, we participated in FDP2 sessions, and then if we were lucky we could back-seat another instructor. Today, we turn new instructors over to Rick Blalegeron and he provides them with manuals, teaching materials, schedules their FDP1 and 2 session, and then turns them over to the teams.					
155	Never had a sponsor.			x		
163	The approach was piecemeal and left me uncertain because I often did not know the context of the descisions I was being asked to make. It is obvious most instructors are just sliding over from military roles at the college so there is not an emphasis on a deeper orientation. Title X was vague and even many Title X instructors were uncertain about the program. The roadmap should have been more than a checklist. It would have been helpful to have more examples of 'right' looks like in a sucessful program. Luckily, I had an informal mentor who adopted me and kept me on track.			x	x	
165	My computer was not operational for two weeks after my arrival.		x			
169	I initially felt as though I was dumped into my job responsibilities without adequate preparation as my sponsor was on sabbatical at the time. Any questions or issues had to be resolved through my own initiative without any guidance from higher authority.			x		
176	None; as above, if you are looking specifically at the CGSC Instructor program, I am not focused on ILE.					x

Table F.3 Question 14 – Additional Information That Respondents Would Have Found Helpful

Subject	What additional information would have been helpful when you began your employment (assignment) as a CGSC faculty member?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/ access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A
1	Clearly defined criteria for reappointment. Clearly defined criteria for assignment of academic titles. Practices concerning assignment to a team and selection for special projects.	x						
2	Better orientation to the administrative side of our duties. It is very difficult to dig out details from the myriad of directives and regulations.				x			
4	General information regarding CGCS, such as wire diagram Core course overview and how all of the program comes together and what are the expectations for the students. Academic calendar would have been useful as well as general information about the curriculum. An college unique acronym 'dictionary' would have also been very helpful. It took 43 days to be placed in the system and when it was the profile was incorrect. Even though I had my Security card I was refused access to the official web and a colleague had to log me in every day because I did not have a CAC card. Not a good experience.		x		x			
8	That pay raises would be somewhat adjusted as we moved along to our one year mark.	x						
9	Faculty orientation: Curriculum schedule, current student demographics,	x	x				x	

Subject	What additional information would have been helpful when you began your employment (assignment) as a CGSC faculty member?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A
	location of admin support, FDP (1,2,3,4) program objective and goals, the baseline books/publications should we have in our initial set.							
10	- Walkthrough of administrative functions (grades, absences, purpose of various programs (blackboard/sharepoint, how to print in color, how to order prints of posters, copyright rules and responsibilities, emergency action procedures (medical, tornadoes	x	x					
11	In that the hiring process was lengthy and provided little information, any information from the College would have been appreciated. Most of the information that I received before actually arriving was as a result of my actions.	x		x	x			
12	It would have been nice to know how the student management system works. It would have been nice to know how to input grades. It would have been helpful to have someone go over a lesson plan and explain it. It would have been helpful to understand the administrative workings of CGSC (leaves, passes, etc...). It would have been helpful to have someone go over the schedule and explain that there is a core course followed by electives (AAPs), followed by AWOC, followed by more electives etc... I have had zero instruction or received information on how the college works, beyond		x		x			

Subject	What additional information would have been helpful when you began your employment (assignment) as a CGSC faculty member?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A
	that which I have hunted down myself. Instead I feel that it was, you're here now get to work.							
17	none							X
19	I would have liked to been contacted by my directorate prior to my arrival. My pinpoint assignment was known several weeks prior to my family and I arriving at Ft Leavenworth so it would have been nice to receive at least an email from my department/sponsor prior to then.			X		X		
22	When I arrived, the culture was to not share good ideas, in fact many people kept good ideas to themselves. This has changed, and for the better. That said, my sponsor took good care of me, so I had no issues.							X
23	How SMS and Blackboard worked				X		X	
28	None that I can think of.							X
29	It would have been nice to receive a welcome letter with information such as where to report when arriving at CGSC, where to park, etc.			X				
30	An actual orientation on what the College is doing, what has changed since I was a student, how it is implementing lessons of the current war, etc.		X		X			
35	An e-mail confirming where I would work.	X		X				
38	CGSC inbrief, what a calendar year looks like. Overall brief of the major		X					

Subject	What additional information would have been helpful when you began your employment (assignment) as a CGSC faculty member?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/ access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A
	instructional blocks with all the acronyms described..							
40	Up to date CGSC Faculty Handbook	x						
45	Someone from personnel should outline benefits and options. Once on-staff, an overview of how DLRO, DJAMO, and DMH are integrated and interact would have been nice.	x						
47	A list of what classes are required for what.? Who is required to attend the foundations train-up. What is FDP1? What is FDP2? Where is a hard copy of the directorate new faculty hand book? Where is a hard copy of the CGSS handbook? What is the difference between a team leader and committee leader? Why am I going to these classes? Is it required?	x	x					
49	Information about competing for housing with ILE students, when PCS is from OCONUS.			x				
50	Schedule, classes to be taught, the curriculum.		x					
52	A welcome packet mailed in advance several weeks prior to arrival.			x	x			
54	A mentor program to help decipher the GS system for new employees.					x		
56	Clear guidance on what my responsibilities would be (SGA or assistant SGA duties)	x						
57	Overall I think DJMO does a very good job of leveraging and growing the							x

Subject	What additional information would have been helpful when you began your employment (assignment) as a CGSC faculty member?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A
	skills sets of its assigned instructors.							
58	There use to be a college orientation briefing that was delivered to new employees, bring it back.			X	X			
60	A sponsor; a more detailed listing of requirements; an orientation of CGSC and who's who, what's what and where's stuff. Information, information, information.	X		X	X	X		
61	FDP 1 was great for the Art of teaching. What is also needed is a purely technical orientation, such as a two day course where you learn how to manage the AV in the classroom, Learn how to manage grades in SMS, pick up a 'teacher issue' of books, learn how to get multiple copies of disks, papers, etc. produced, learn how the CGSC course is laid out, from beginning to end, to understand better how each block ties in with and supports the other blocks. In my first six months I was constantly scrounging for the information I needed to be effective. If not for experienced office mates willing to help out, it could have been troublesome.		X		X		X	
67	I have been here since September and I am just now taking FDP 3. This is a very good course and highly applicable to what we do here as instructors. I would recommend that within the first 60 days of arrival, if at all possible,						X	

Subject	What additional information would have been helpful when you began your employment (assignment) as a CGSC faculty member?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A
	each faculty member receive FDP 3 training. There is a lot of emphasis on FDP 1. I recommend that this emphasis be stressed for FDP 3 as well.							
69	rating chain information, training requirements, professional development opportunities/expectations	x	x					
70	I wish Beth Burns had been more precise about the total salary versus the base salary + living allowance. I believed that the latter was my base salary according to her comments.	x						
75	Assignment to a Teaching Team.	x						
80	It would have been helpful to know who our parent unit for command and control is at the Satellite site. I am now assigned to the HQ Cmd Battalion as a member of a tenant unit. Not sure if that was intended originally, but that is how it is now for all the military personell assigned to the CGSC (ILE) program.				x			
84	Faculty Handbook, Chain of Command, Duty description, etc	x	x					
86	A sit down session with a clear overview of the program, process, and procedures.		x	x				
88	Duty responsibilities and expectations as an instructor, lesson author (both core and AAP), course author, IMO sponsor, 'How the college runs' to	x	x					

Subject	What additional information would have been helpful when you began your employment (assignment) as a CGSC faculty member?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/ access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A
	include responsibilities of CGSS directorates and staff, curriculum cycle, curriculum standards, admin support. Admin responsibilities and expectations such as cleaning own office, DLRO common areas to include mopping and other duties NOT normally associated with being a graduate level instructor.							
92	Title 10 handbook overview.	x						
93	Update on curriculum layout. Info on instructor admin duties. Day to day business within college. IT training.							
95	An explanation of how the college was structured, what each department does and how it all fits together.		x					
98	A 'Faculty Handbook' that details all the things a faculty member wants or needs to know based on this survey.	x			x			
99	online information; a complete handbook of current information	x			x			
100	Assigned sponsor, Deputy Commandant in-brief, and Faculty Development criteria in-brief		x			x		
105	A real live sponsor who can walk you, talk you, through some of the initial challenges you will face as a new Title X. It would provide you someone to talk to when you don't know who/where/DOET is located and what you need					x		

Subject	What additional information would have been helpful when you began your employment (assignment) as a CGSC faculty member?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A
	to do to get connectivity to the server.							
106	Someone needs to help those of us who were former GS employees gain access to our old pay records and such. I had to persue getting my sick leave from previous GS service added to my LES and credited. Did not seem like there were many folks who knew how that all worked at CPO.	x						
107	The overall organization of the college including responsibilities.	x	x					
108	#1. A clear, complete checklist of administrative inprocessing tasks to complete. I had to just wing it on my own, with no information on what to do or where to go to do it. I felt like on the administrative side, staff felt surprised and burdened by my showing up. Great way to start a new job. #2. Accurate, consistent information on pay, promotion, and professional development (I didn't even know we had a 'faculty manual' 'til I'd been here six months).			x				
113	Getting an updated secutity clearance seems to be a real road block, because you can't use your computer or send e-mails until you get that straightened out.				x			
116	Better departmental new instructor training prior to start of core curriculum						x	
117	CGSC should outline for new instructors HOW the ILE curriculum is all		x					

Subject	What additional information would have been helpful when you began your employment (assignment) as a CGSC faculty member?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A
	linked. I.E. Foundateions, Core block, AOWC 1,2,3, JAWS and SOF curriculums. Most instuctors do not understant these elements. Consequently, they look at their classes in isolation rather than how they are nested into a 'complete student ILE experience.'							
118	A hard copy of all Faculty Bulletins.	x						
119	Some administrative guidance with respect to my duties and responsibilities as a new faculty member would have been helpful.	x						
122	All the above.							
124	CGSC organization of 'who does what to/for who' how does a teaching team fit in comparision to the CGSC Directorate.	x	x					
125	A functional description of the curriculum and administrative requirements of the college and my responsibilities regarding both.	x						
126	better overview of the CPO system	x						
128	All the above.							
129	A checklist and established process for getting a student issue of references and materials, initial directorate training that made me a qualified CTAC instructor, some training in what an SGA does.	x	x					
130	Needed a complete, thorough Faculty Handbook providing fundamental	x						

Subject	What additional information would have been helpful when you began your employment (assignment) as a CGSC faculty member?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/ access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A
	information regarding administration and teaching within CGSC.							
132	None. Information/support provided was excellent.							x
134	If I had a sponsor under the current DJMO system, I'd have got acclimated much faster. I've BEEN a sponsor now under the DJMO system and did a great job mentoring the new instructor I was assigned.					x		
135	Initial information was adequate.							x
137	Nothing for the introduction, the issue was the lack of an orientation to what was expected.	x						
138	Information on Satellite requirements.				x			
141	Basic overall briefing on the mission, how the school fits into the OES, stage of the career of the majors etc. Plus, TTPs of do and don'ts.		x		x			
143	A Faculty Development Program that did not try to indoctrinate professional instructors into the 'only' way to teach adults.						x	
147	An overview of the different parts of CGSC, i.e. CGSS, SAMS, SaDL, etc. An overview of the heads of each directorate/section -- who is responsible for what?		x					
148	Something that explains the entire academic year... how all the pieces flow and integrate.		x					

Subject	What additional information would have been helpful when you began your employment (assignment) as a CGSC faculty member?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/ access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A
151	Detailed information on the leave policy, comp time policy and the admin requirements for each.	x			x			
155	Sponsor					x		
156	I received all the information I needed.							x
157	1. A Formal walk-through of classroom equipment. 2. An orientation meeting with the Academic Dean. 3. A scheduled meet/tour of Military Review. 4. A Bell Hall orientation. 5. A briefing on compensatory time and other Title X rules. 6. An orientation to the business of academic promotion of Title X.		x	x				
161	Full Brief on the other departments of CGSC	x	x					
163	A website for orientation with branches to useful information. If you are not at Levenworth, you have little access to information on your new job. CPAC provided little information on Title X employment and treated it as an exceptional case.				x			
167	It would have been nice to have received an overview on how CGSC/CGSCC is organized and operates, especially at the staff level		x					
168	Calendar (I reported in on a training holiday); Teaching Team assignment and expectations for utilization; Location of course material and references	x	x		x			

Subject	What additional information would have been helpful when you began your employment (assignment) as a CGSC faculty member?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A
	to begin focused preparation for teaching; Faculty Handbook or other guide with faculty roles, responsibilities and admin requirements; etc.							
169	A directorate-centric orientation with personal meetings with the director on job responsibilities as well as opportunities.	x						
170	More specific information on what areas the Department is responsible for teaching.	x						
173	None							x
174	Course curriculum info		x					
176	None							x

Table F.4 Question 15 – Why Respondents Were Dissatisfied With Their Promotion Potential

Subject	Please explain why you are not happy with your promotion potential.	Lack of scholarship opportunity	Lack of information about promotion processes/procedures	Limited incentives	Presence of gate-keepers	Lack of opportunity for recognition of contribution to college	Restrictions within civilian promotion system	Military related promotion limitations (directly related to assignment to college)	Military related promotion limitations (not specifically associated with college conditions)	Uncategorized	Neither satisfied/dissatisfied or N/A
1	Promotion potential has not been addressed - there is only an assumption that such a concept exists.		x								
8	It was pretty easy to highr contractors that get paid two to three more then us and we can't even get move a GS grade hire. When we do the samething						x				
10	Decided before I arrived. Not selected for BN command so promotion potential is dead.								x		
12	I have zero chance to receive other than a center or mass on my next OER. My senior rater has never met me, does not know me, and has absolutley no clue whether I even come to work each day.					x			x		
16	I did not say that I simply checked the neither satisfied nor disatisfied column....more suited to title ten employees										x
18	N/A										x
22	LTC pending retirement has no promotion potential to COL								x		

Subject	Please explain why you are not happy with your promotion potential.	Lack of scholarship opportunity	Lack of information about promotion processes/procedures	Limited incentives	Presence of gate-keepers	Lack of opportunity for recognition of contribution to college	Restrictions within civilian promotion system	Military related promotion limitations (directly related to assignment to college)	Military related promotion limitations (not specifically associated with college conditions)	Uncategorized	Neither satisfied/dissatisfied or N/A
31	It's not clear that there is much promotion potential in the Title 10 program.		x				x				
33	I marked not satisfied/dissatisfied. But, at my grade (LTC), if I were concerned about getting another promotion, I would not have come here. The experiences/knowledge gained here if I were a Major would help me tremendously to be a more rounded officer. As a LTC, when preparing to come here, I was asked by many if I had requested to come here. The operational mindset is that this assignment, for my grade & number of years service (20+), is a dead end job.										x
41	Neither Satisfied nor Dissatisfied										x
45	Subject wasn't addressed.		x								
54	No potential for growth in current position.									x	
56	As an officer not selected for battalion command I have no potential for promotion.								x		
71	military								x		

Subject	Please explain why you are not happy with your promotion potential.	Lack of scholarship opportunity	Lack of information about promotion processes/procedures	Limited incentives	Presence of gate-keepers	Lack of opportunity for recognition of contribution to college	Restrictions within civilian promotion system	Military related promotion limitations (directly related to assignment to college)	Military related promotion limitations (not specifically associated with college conditions)	Uncategorized	Neither satisfied/dissatisfied or N/A
75	I intend to retire.								X		
76	Military promotion, my understanding, requires fully qualified postions of which, CGSOC does not accomodate.							X			
80	I will most likely retire prior to even being considered for O-6.								X		
108	1. Little opportunity to conduct research and writing. I am intellectually stagnant. 2. Lack of high-caliber academic colleagues. 3. System provides no incentive for superior performance, few professional growth opportunities. 4. Dysfunctional personal relationships among senior faculty/staff in my program -- with everyone trying to get the newcoming to join 'their' camp.	X		X	X						
152	I was not told that I would have to change my branch to get promoted when I interviewed for the position.							X			
157	I received no briefing or orientation as to how the system actually works, if in fact there is a system in place. I have no idea as to what the actual promotion potential or opportunity is.		X								
160	There are not any clear standards as to what is required for		X								

178	Subject	Please explain why you are not happy with your promotion potential. military		Lack of scholarship opportunity		Lack of information about promotion processes/procedures		Limited incentives		Presence of gate-keepers		Lack of opportunity for recognition of contribution to college		Restrictions within civilian promotion system		Military related promotion limitations (directly related to assignment to college)		X					

Table F.5 Question 16 – Why Respondents Were Dissatisfied With Their Salary

Subject		Military	Inequities due to different pay plans (mil, title 5, title 10, etc.)	Additional duty responsibilities that are uncompensated for	Initial pay criteria/ Negotiation process	Non-specific reason	Neither satisfied/dissatisfied or N/A
	Please explain why you are not satisfied with your salary.						
8	the same ansewer would be applied as the to one.		x				
16	Again your survey does not offer an adequate response for a fixed rate based upon rank...better suited for the title ten employees	x					
17	Neither satisfied nor dissatisfied						x
18	N/A						x
26	I'm not getting paid enough					x	
27	Active Duty	x					
33	This assignment has no effect on my salary.					x	
35	I'm neither satisfied nor dissatisfied.						x
41	Neither Satisfied nor Dissatisfied						x
48	CGSC was a better negotiator than I was...				x		
50	I am active duty, so I have no say in the matter.	x					
51	I am not a member of the faculty and as a military member my salary is a consistent factor.						x

Subject		Military	Inequities due to different pay plans (mil, title 5, title 10, etc.)	Additional duty responsibilities that are uncompensated for	Initial pay criteria/ Negotiation process	Non-specific reason	Neither satisfied/dissatisfied or N/A
	Please explain why you are not satisfied with your salary.						
56	? I am satisfied.						x
71	military	x					
73	N/A - standard pay in military	x					
76	N/C Military - It is what it is!	x					
117	I was hired to teach. I am an instructor, an SGA, a curriculum developer and a Assistant Team leader. These items add significantly to my 'task list.'			x			
134	I'm in the military - active duty - not a relevant question for me.	x					
138	Pay seems based on rank upon retirement or title vice contributions to the mission.				x		
139	Because there are other employees who do what I do that are paid one grade higher and in some instances 2 grades higher for the same or less work.		x				
140	The amount of work and responsibility that I have is more than a number of people at the same wage grade. So it's more of an equity issue than real dissatisfaction with my salary.		x				
178	military	x					

Table F.6 Question 17 – Why Respondents Were Dissatisfied With Their Benefits

Subject	Please explain why you are unsatisfied with your employee benefits.	Active duty	Inadequate health/dental	Insufficient information about benefits	Limited professional development opportunities	Neither satisfied/ dissatisfied or N/A
11	I'm still not sure what they are, and the benefits that I've enrolled in (eg. TSP) have still not occurred since my online enrollment, even after several calls to finance and personnel and assurance that everything is in place.			x		
16	See above repsonses	x				
17	Neither satisfied nor dissatisfied	x				
18	N/A					x
27	Active Duty	x				
33	This assignment has no effect on my benefits.					x
41	Neither Satisfied nor Dissatisfied					x
45	Subject wasn't addressed (and still hasn't been).			x		
50	Same as above	x				
51	See above.					x
56	? I'm satisfied.					x
69	I was not explained the professional development opportunities or expectations				x	
71	military	x				
73	N/A - standard benefits in military	x				
76	N/C Military - It is what it is!	x				
88	Health benefits are very expensive. In my case, prohibitively so; I assume that the		x			

Subject		Active duty	Inadequate health/dental	Insufficient information about benefits	Limited professional development opportunities	Neither satisfied/ dissatisfied or N/A
	Please explain why you are unsatisfied with your employee benefits.					
	government expects me to use TRICARE.					
93	High cost and lack of dental and hearing health programs which were provided me when employed by a local contractor at a reasonable cost.		x			
125	We have to self-fund all benefits, which means there are no benefits.		x			
128	Health benefits are going up as military retiree. Have to pay for own dental and eye care		x			
129	dental care was insufficient. The CPO had little useful information about various health care plans and no one who could help select a program. The standard answer was 'go to this website and it will explain everything'		x			
134	I'm in the military - active duty - not a relevant question for me.	x				
163	I would expect a better program to assist instructors to receive their doctorates, including tuition support.				x	
178	military	x				
180	N/A - standard benefits in military	x				

Table F.7 Question 43 – Factors Respondents Cited as Contributing to Their Success

Subject	What has contributed to your success in 'learning the ropes' as a newly assigned instructor at CGSC?	Socialization and Enculturation	Mentorship and Sponsorship	Institutional Support	My own efforts
1	Team members.	x			
2	Directorate and peer coaching.		x	x	
3	FDP 2; excellent and supportive colleagues in my directorate	x		x	
4	My colleagues in my department. This is the best experience I have ever had with an office setting. This group of individual really knows what teamwork means. Excellent experience.	x			
5	Team teaching with experienced instructors.	x			
6	Inner-teaching team coordination, lessons learned, tactics/techniques/proceedures.	x			
7	fellow faculty members	x			
8	not an instructor				
9	Teaching teammate crosstalk, CTAC faculty development program.	x		x	
10	Only self-study and very detailed deconstruction of classes to understand their content and purpose.				x
11	FDP1 and FDP2, and actual classroom experience			x	
12	Virtually nothing. The only way I've learned anything was through my own personal initiative. If I had stood still and had not looked for the 'how do I do that' answers I would still be in the dark on most things. I still run into situations that I have to hunt information down on.				x
13	Joining a veteran instructor to team up with.	x			
14	DMH faculty interaction.	x	x		
15	FDP-1			x	
16	My office mates and others that I have sought information from as well as the faculty FDP1 workshop. 21 Years of active duty experience. Great Department Secretary. Early office call with the Director ([NAME]) followed by a thorough overview with the deputy department	x		x	x

Subject	What has contributed to your success in 'learning the ropes' as a newly assigned instructor at CGSC?	Socialization and Enculturation	Mentorship and Sponsorship	Institutional Support	My own efforts
	director ([NAME]).				
17	FDP instruction			x	
18	FDP1 ILE ADULT ED MASTERS COURSE w/KSU			x	
19	Interaction with my fellow staff members within CAL	x			
20	internal directorate training and team teaching	x		x	
21	Right seat ride with the person I replaced.		x		
22	Other instructors on teaching team sharing good ideas.	x			
23	Other instructors	x			
24	FDP programs and their willingness to help with any questions.			x	
26	Just doing it.				x
27	Faculty Interaction	x			
28	NA. I'm not an instructor.				
29	I attended FDPI and FDPIII and both courses were helpful.			x	
30	Interaction with other SCP instructors	x			
31	Assistance from experienced instructors in DJMO and administrative assistance from the DJMO admin personnel.		x	x	
32	Back Seating instructors as they teach the courses. Attending FDP 1 and FDP2. My directorate giving me time to study and familiarize myself with the curriculum. Attending the Force Mgmt Course.		x	x	
33	The Department orientation, learning how each branch is organized, its roles and functions, was probably most helpful along with thoroughly studying the P920 course. Backseating and getting to teach courses also helped get my feet on the ground.		x	x	
35	Informal sessions with my team mates	x			

Subject	What has contributed to your success in 'learning the ropes' as a newly assigned instructor at CGSC?	Socialization and Enculturation	Mentorship and Sponsorship	Institutional Support	My own efforts
36	FDP 1,2, and 4 are all very helpful. I think the welcome brief was also ok.			X	
37	My colleagues here at [SATELLITE LOCATION] as well as one of the Leavenworth DJMO instructors now here on TDY ([NAME])	X			
38	being on a teaching team with very experienced instructors	X			
39	Faculty guidance.			X	
40	FDP-1 course (FSDD); Foundation Workshop (FSDD); DLRO TCP; Directorate FDP-2 classes; talking w/ fellow instructors; ability to review weekly college P3 notes submissions and other status documents	X		X	
41	Peers and CTAC's FDP-2.	X		X	
42	Getting advice and instruction from seasoned instructors	X	X		
44	N/A				
45	My colleagues, in and out of the depratment, have shown me the ropes and allowed me to sit in on their classes.	X			
46	Other instructors. Very helpful.	X			
47	Hit and miss technique!				X
48	E-mail with mentors and other faculty back at LID in Leavenworth.	X	X		
49	I am not an instructor but FDP 1 was good.			X	
50	[NAME]		X		
52	FDP 1 and the CTAC department training program was very helpful.			X	
53	Personal experience and supervisor insights		X		X
54	Not an instructor.				
55	Talk with people who have done the job and shadowing other instructors.	X			
56	FDP1, CTAC orientation, being officemates with great instructors	X		X	

Subject	What has contributed to your success in 'learning the ropes' as a newly assigned instructor at CGSC?	Socialization and Enculturation	Mentorship and Sponsorship	Institutional Support	My own efforts
57	I have allied myself with the old dogs in DJMO to make sure I am adequately prepared prior to entering the class.		X		
58	Peer interaction. CAS3 had an excellent preparatory program with the right-seat ride and certification program.	X		X	
59	Previous assignment as a CGSC instructor				X
60	Digging for information on my own. My fellow teammates at CTAC.	X			X
61	the assistance of fellow instructors	X			
62	Sitting in other classes with more experienced instructors	X			
63	FDP1 and FDP3 were very helpful. Information from other instructors has been very useful.	X		X	
64	Sponsor walk around, in-brief by Deputy, friends on staff	X	X	X	
65	Asking questions of my office mates	X			
66	Backseating C200 and C300; frontseating some classes; team teaching several classes; FDP1 was very helpful. Training on blackboard with other faculty members. meeting Leavenworth faculty during FDP1. TDY instructors provide some additional standardization to SC.	X		X	
67	The FDP program has been extremely beneficial. Shadowing the other instructors and keeping current on doctrine.	X		X	X
69	interaction with instructors sent to the satellite campuses	X			
70	The briefings held by members of the DMH faculty at FDP2; frank answers to frank questions by certain members of the DMH faculty.	X		X	
71	Fellow instructor guidance	X			
75	Working with experienced instructors, completing FDP I, and 'team teaching.'	X		X	
76	Sponsor guidance/Team leader interaction		X		
78	mentoring from co-workers. FDP training.		X	X	

Subject	What has contributed to your success in 'learning the ropes' as a newly assigned instructor at CGSC?	Socialization and Enculturation	Mentorship and Sponsorship	Institutional Support	My own efforts
79	NA				
80	The single most important factor has been my experience with the instructors from Ft Leavenworth. Without them being assigned TDY missions to assist at the Satellite campuses, then I for sure would have failed miserably. The opportunity to back seat at Ft Leavenworth or being able to work side by side with at least one other experienced instructor are crucial to success for a DJMO instructor. Unfortunately, we did not have the opportunity to back seat a class here or at Leavenworth, so having experienced instructors that were TDY was crucial to the success of our first class.	x			
82	not an instructor, this does not apply to me.				
83	STRONG TEAM SUPPORT	x			
84	Talking with other instructors	x			
85	Other instructors	x			
86	Taking the initiative to ask numerous questions, read, research, and the assistance of more experienced instructors at my site.		x		x
87	Attending CGSC the previous year.				x
89	strong leadership			x	
92	A good Team Leader		x		
93	Been here before. Believe in mission of military education of staff officers at this level. Familiarity with computer software.				x
95	Colleagues who are always willing to answer questions and work as effective team members with little to no ego involvement nor personal political agendas.	x			
96	Personal initiatives to determine requirements and accomplish tasks.				x
97	Previous tours as an instructor here.				x

Subject	What has contributed to your success in 'learning the ropes' as a newly assigned instructor at CGSC?	Socialization and Enculturation	Mentorship and Sponsorship	Institutional Support	My own efforts
98	Actually reexperiencing the classroom and discussions with current experienced (recency) instructors.	x			x
99	colleagues	x			
100	I have tried to be a mentor to new instructors. Showing them shortcuts to increase their knowledge and various methods to present the material in ways that I help new instructors.		x		
101	DLRO's deputy has a very organized system for working with new instructors. Does a fine job of scheduling the required sessions and working through the organization's expectations and the opportunities available to the new instructor. From talking to new members of other directorates, he is well above the curve for what he provides.		x	x	
102	FDP program			x	
103	Mostly self-study and discussion with other experienced instructors.	x			x
105	Interaction with other faculty members	x			
106	The willingness of my peers to help and the patience of institution in getting us ready for the classroom.	x			
107	Time and paying attention to what is going on around me.				x
109	Interacting with students.				x
110	Learning from some stellar individuals within the department	x			
111	Nothing the school has provided except access to documents, texts and internet.				x
112	Office peers	x			
113	Personal help from fellow employees.	x			
114	My ability to read, reflect, and synthesize the course material, integrate lessons learned from the COE and student experiences and learn from the experienced instructors's TTPs.				x
115	My fellow instructors within the college and a work friendly staff supporting us.	x		x	

Subject	What has contributed to your success in 'learning the ropes' as a newly assigned instructor at CGSC?	Socialization and Enculturation	Mentorship and Sponsorship	Institutional Support	My own efforts
116	Just DOING IT!				X
117	Being here prior to my current employment and knowing what individuals and organizations are most 'in control.'				X
118	I was here before so I knew what to look and ask for. It is amazing to me that someone who has not been here before finds out anything if he does not have an experienced office mate.	X			X
119	Asking a lot of questions of other faculty members with more experience teaching here in the college and listening to what others have to say about different things.				X
120	Departmental mentors and leadership		X	X	
122	Bumping into enough walls to figure it out on your own.				X
123	Observing other instructors Soliciting feedback from other instructors on my techniques	X			
125	talking to peers	X			
126	NA see Ques #41				
127	Teaching team members and other directorate faculty.	X			
128	Paired with seasoned instructor		X		
129	Help from other instructors; FDP-1; teaching the C100 lessons	X		X	
130	Helpful colleagues	X			
131	Previous teaching experience.				X
132	Prior experience.				X
133	networking and having a mentor when first starting	X	X		
134	Other instructors taking the time to help, offer TTPs and information.	X			
135	assistance of peers	X			
136	My previous experience as a University Professor				X
137	My immediate officemates.	X			

Subject	What has contributed to your success in 'learning the ropes' as a newly assigned instructor at CGSC?	Socialization and Enculturation	Mentorship and Sponsorship	Institutional Support	My own efforts
138	Other instructors.	x			
139	Hard work, common sense, and initiative!				x
140	Just keep asking, keep talking to people, putting names and faces together, and building all of that until I had some idea of whom I should go to the next time.	x			x
141	Mentor, FDPs, observing		x	x	x
142	Attitude.				x
143	Being in a teaching dept where every member is ready and willing to answer any questions	x			
144	Perseverance and some 'old' instructors with great TTPs. the willingness of others to share.	x			x
146	FDP-1			x	
147	The availability of colleagues and support staff to answer my questions. All have been approachable and more than willing to help me figure things out for the first time.	x		x	
148	[NAME], DLRO In-processing POC and faculty development manager. He was my number one source to help understand the CGSC system.		x		
150	FDP 1 followed by FDP 2 for the courses I was scheduled to teach. Then having to teach right away.			x	
151	Other instructors on my team and FDP 1-3 (all were excellent courses).	x		x	
152	Personal mentoring from the CRT staff		x		
154	Cordial relationship with my office mate and our department XO, and assigned mentors from the DLRO faculty development team	x	x	x	
155	My own effort.				x
156	My military experience and helpfulness of the staff and faculty.	x		x	x
157	Fellow faculty members in my department and on my teaching team.	x			
160	FDP1 and talking with fellow instructors	x		x	

Subject	What has contributed to your success in 'learning the ropes' as a newly assigned instructor at CGSC?	Socialization and Enculturation	Mentorship and Sponsorship	Institutional Support	My own efforts
161	FDP courses			x	
162	Right Seat - Left Seat and FDP 1			x	
180	Learning from fellow instructors. Attending the FDP train up for each of the classes. Massive reading to learn the doctrine.	x		x	x
181	FDP-1 and CTAC FDP-2, newcomer orientation			x	
182	Working with experienced instructors, completing FDP I, and 'team teaching.'	x		x	

Table F.8 Question 44 – Factors Respondents Cited as Contributing to Difficulties

Subject	What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?	Lack of help by other faculty	Lack of Mentorship and Sponsorship program	Inadequate orientation training program	Inadequate continuing development program/plan	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum	Inadequate preparation/ assimilation time	Lack of information/awareness of where to go for help	Excessive/last minute schedule changes	Excessive additional duties or duties assigned too soon	Inadequate administrative/ technical support	Lack of clear published doctrinal guidance	Threat of deployment	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements	Other	NA
1	Lack of information, hallway chatter, trial & error.	x							x						x		
2	Lack of one central place to go to find admin details. Faculty handbook a good start, but falls short.								x				x				
3	Growing pains associated with setting up satellite sites										x				x		
4	The bureaucracy. The inability to receive a CAC on the day I signed in.					x						x					
5	Constant threat of deployment.													x			
7	schedule changes									x							

Subject	What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?	Lack of help by other faculty	Lack of Mentorship and Sponsorship program	Inadequate orientation training program	Inadequate continuing development program/plan	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum	Inadequate preparation/ assimilation time	Lack of information/awareness of where to go for help	Excessive/last minute schedule changes	Excessive additional duties or duties assigned too soon	Inadequate administrative/ technical support	Lack of clear published doctrinal guidance	Threat of deployment	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements	Other	NA
8	none																X
9	No clear FDP progression beyond FDP 1. The other FDPs seem to be 'catch-as-catch-can' opportunities depending on whether you have other requirements.				X												
10	Assuming I know the materiel. Continuous adding to responsibilities. Initially DJMO ILE then + I100 (COIN) +W100 +JAWS. No time to think, contemplate, improve, update with current information.							X			X						
11	Minor difficulties initially with the											X					

Subject	What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?	Lack of help by other faculty	Lack of Mentorship and Sponsorship program	Inadequate orientation training program	Inadequate continuing development program/plan	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum	Inadequate preparation/ assimilation time	Lack of information/awareness of where to go for help	Excessive/last minute schedule changes	Excessive additional duties or duties assigned too soon	Inadequate administrative/ technical support	Lack of clear published doctrinal guidance	Threat of deployment	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements	Other	NA
	classroom technology, but otherwise no difficulties.																
12	A lack of a new faculty orientation training system. Zero information on how the school works, how to get things accomplished within the college. Providing me training on the different CSS functions, which I have been executing for real in the field was almost a complete waste of time.			X		X			X								
13	N/A																X
14	Lack of a college inbriefing and orientation for new faculty.			X													

Subject	What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?	Lack of help by other faculty	Lack of Mentorship and Sponsorship program	Inadequate orientation training program	Inadequate continuing development program/plan	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum	Inadequate preparation/ assimilation time	Lack of information/awareness of where to go for help	Excessive/last minute schedule changes	Excessive additional duties or duties assigned too soon	Inadequate administrative/ technical support	Lack of clear published doctrinal guidance	Threat of deployment	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements	Other	NA
15	No difficulties.																X
16	- Poor FDP2 sessions - uncertainty about team placement (sitting on the side-lines) followed by many changes - Lack of mental agility from the senior college staff to seek viable options rather than urgently fill last minute taskers for TCS deployments				X	X											
17	none																X
18	SIX MONTH WAIT BETWEEN FDP1 CLASS AND ILE BEING OFFERED. NO EXPLANATION OF WHAT FDP2, FDP3, OR FDP4 IS,				X	X											

Subject	What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?	Lack of help by other faculty	Lack of Mentorship and Sponsorship program	Inadequate orientation training program	Inadequate continuing development program/plan	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum	Inadequate preparation/ assimilation time	Lack of information/awareness of where to go for help	Excessive/last minute schedule changes	Excessive additional duties or duties assigned too soon	Inadequate administrative/ technical support	Lack of clear published doctrinal guidance	Threat of deployment	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements	Other	NA
	OR HOW IT RELATES TO THE JOB																
19	Not actually sure if the department knew what they wanted me to do on staff here. In some ways it seems as if we are making stuff up along the way for myself and my peers to do. This area has shown improvement in the last 2-3 months.					X							X				
20	none																X
22	Too many people holding good ideas to themselves (two years ago). Not enough practical FDP regarding being an instructor- classroom TTPs, not	X			X												

Subject	What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?	Lack of help by other faculty	Lack of Mentorship and Sponsorship program	Inadequate orientation training program	Inadequate continuing development program/plan	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum	Inadequate preparation/ assimilation time	Lack of information/awareness of where to go for help	Excessive/last minute schedule changes	Excessive additional duties or duties assigned too soon	Inadequate administrative/ technical support	Lack of clear published doctrinal guidance	Threat of deployment	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements	Other	NA
	content or theory.																
23	The way the course constantly changes between classes						X										
24	My sponsor wasn't very helpful in telling me how the office fit into the overall CGSC scheme of operations.		X			X											
26	Not knowing how to teach														X		
27	Lack of college coordination between directorates regarding what will be taught and how it will be synchronized					X	X										
28	Stovepiped divisions and resistance to collaboration.					X											

Subject	What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?	Lack of help by other faculty	Lack of Mentorship and Sponsorship program	Inadequate orientation training program	Inadequate continuing development program/plan	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum	Inadequate preparation/ assimilation time	Lack of information/awareness of where to go for help	Excessive/last minute schedule changes	Excessive additional duties or duties assigned too soon	Inadequate administrative/ technical support	Lack of clear published doctrinal guidance	Threat of deployment	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements	Other	NA
29	I never had anyone show me how to access CAC/CGSC forms that are used here.		X						X								
30	Ossification of thought and reluctance to implement change. This institution is significantly 'behind the power curve' of the reality of the Army at war in the current environment, and the reluctance to update - sometimes radically - the curriculum in order to make the material and the student experience more relevant is alarming.						X										
31	Lack of a CGSC faculty orientation			X	X												

Subject	What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?	Lack of help by other faculty	Lack of Mentorship and Sponsorship program	Inadequate orientation training program	Inadequate continuing development program/plan	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum	Inadequate preparation/ assimilation time	Lack of information/awareness of where to go for help	Excessive/last minute schedule changes	Excessive additional duties or duties assigned too soon	Inadequate administrative/ technical support	Lack of clear published doctrinal guidance	Threat of deployment	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements	Other	NA
	program. FDP-1 covers the Experiential Learning Model, but misses a range of topics (see question 42 below) that are essential for new faculty members' preparation.																
32	None.																X
33	The breadth of knowledge required is overwhelming, and the individual trainups for classes are virtually worthless.				X										X		
35	Outside taskings.										X						
36	No one tells you all of the admin stuff. Trying to figure out where things are		X						X		X				X		

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	on the G drive or website is painful. It was made more complicated by making me, a new instructor an SGA and scheudling me for FDP 3 before I have been here for one complete AY.																
37	Only the most limited workup prior to becoming engaged as a full time 300 block instructor for my staff group. I, through my background, am good at teaching a number of DJMO lessons. However, this did not apply to the 300 block of instruction. I only got by with the help of my colleagues here at				x			x									

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	Belvoir.																
38	Lack of initial inbriefs, no sponsor or someone as a buddy to work thru life as an instructor		x	x													
39	Sheer quantity of subject matter that needed to be learned in a short time.							x									
40	No up-to-date, printed faculty handbook describing the 'administrivia' of being a faculty member; little information on how the evaluation process works.								x				x				
41	Additional duty assignments and SGA duties upon assignment.										x						

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42	The amount of classes required to teach for core allowed no time to learn the ropes. You had to just teach to survive.							X									
44	None																X
45	Not having an overview of the big picture was an inhibiting factor.					X											
46	Trying to figure out 'who does what to whom and when'.								X								
47	Unpredictability of teaching schedules and 'hey you' taskings. Knowing who to talk to to get anything done! Too much bureaucracy!					X			X	X							
48	FDP was short due to hiring process				X												

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	taking too long. Means little more learning on the fly first time through a lesson.																
49	The structure of the college and all its directorates.					X											
52	The overwhelming amount of information that has to be processed and absorbed.														X		
53	Need to redirect my efforts from the supervisory viewpoint to the details of effective instruction in the classroom.														X		
54	Red tape with CPAC.					X											
55	Lack of guidance on policy					X							X				

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	Difficulties with DTS for travel																
56	It was a ghost town when I signed in. Not a big deal, though.	x															
57	I have experienced no serious shortfalls in this area. I have found that if you ask the right question and use your available down time to walk the halls and talk with the old dogs who are motivated to share their experiences you will eventually gain the necessary temporal distance needed to focus your overall efforts.																x
58	Difficulty in finding all CGCS								x				x				

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	Bulletins in one location.																
59	Contact with sponsor		x														
60	Lack of information before arrival and upon arrival. No knowledge of a faculty nor CGSC Handbook. Essential information on day to day operations and requirements.		x						x				x				
61	Lack of an orientation course that teaches the technical aspects of teaching (see earlier comment)			x													
62	Lesson plans are not necessarily comprehensive in all cases.				x												
63	The maze of procedures and changes to					x	x										

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	curriculum has been a challenge for a new person.																
64	Team concept at first, but felt more comfortable as the year progressed					X											
65	Didn't know what questions to ask, in many cases								X								
66	Learning new software (Sharepoint, Breeze. No G drive access; Leavenworth could put more references on Blackboard for better access, and use 'faculty exchange' with each class having a specific folder, to share good ideas that we could use in								X			X					

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	preparation for the next class.																
67	Receiving the FDP 3 training so many months after I arrived.				X												
69	distance from Leavenworth and bureaucracies					X											
70	Poor initial description of job duties both verbally and written; no joint discussion with boss about my job description and duties and signing of the appropriate forms; no prior discussion of this or IDP with members of the DMH in FDP2 or later after employment began.		X			X							X				

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71	n/a																X
72	The school does not have a consolidated list of learning objectes, each directorate runs its own.						X										
74	n/a																X
75	Constant threat of deployment.													X			
76	No set standards ie; No faculty or student handbooks on policies/procedures/grading/etc											X	X				
78	none																X
79	NA																X
80	Being stationed at a satellite campus,		X			X											

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	with limited resources, and few SMEs.																
82	training by employees in my area	x															
83	N/A																x
84	No centralized process for deconflicting student requirements (deliverables)...Teams must rearrange schedules and requirements to facilitate learning.						x			x							
85	The strawman changing 2 or 3 times per week. The arrangement of AAPs Hand holding of the students to get them thru the AAP sign up, and all the other ways we coddle them compared						x			x	x						

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	to a University.																
86	The only difficulty that I experienced was understanding the process and guidance on how this ILE/COLLABORATIVE LEARNING. However, after teaching and then attending FDP 1 I saw how it all came together. My CTAC team (Kudo to [NAME]/[NAME]) they provided lots of information and the train up videos.														X		
87	Coming to the school mid session of the FY06-01 class.														X		
88	Lack of faculty handbook, DLRO				X								X				

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	SOPs, or formal training (other than perfunctory FDP 1 'adult education model', which assumed I had a background, understanding, and AGREEMENT with it's precepts utility, and relevance/value)																
89	none																X
92	1)Last minute schedule changes, 2) Nebulous guidance from the college leadership (eg, 'Start teaching 'transformation" no plan or strategy, just do it, and do it now!)					X				X			X				
93	Continual and often whimsical changes						X				X						

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	in the curriculum. Warfighting focus sacrificed for 'training' in news conference techniques and other non-essentials. Insufficient emphasis/time devoted to fundamentals of theory of war, large unit movement/maneuver, campaign planning study of military history. Lack of course rigor; while the command structure believes it exists. treat students as adults responsible for themselves & not impose baby-sitting duites on faculty.																
95	No official sponshoirship program was		x														

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	in place at the time.																
96	Short notice requirements that take away from teaching preparation for first year instructors.							X			X						
97	No one in the college gave a good 'CGSC Overview.' Also, no one had a good checklist for in-processing into the College.	X		X		X											
98	A 'single source' document or website detailing all these things.								X				X				
99	information is not consolidated								X								
100	Previously we color coded lessons, yellow for exams, blue or green for		X				X										

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instructor notes, and salmon for institutional 'a answer'. This was indeed a great way to help new instructors. The other difficulty is changing the curriculum with pilots every year. This continual changes in the current curriculum does not allow for any sort of teaching expertise to be developed now or over time. Another issue is the continual use of a method of adult education for all classes the ELM is not even scientifically proven sound method of adult instruction.	
	Lack of help by other faculty
	Lack of Mentorship and Sponsorship program
	Inadequate orientation training program
	Inadequate continuing development program/plan
	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision
	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum
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	Lack of clear published doctrinal guidance
	Threat of deployment
	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements
	Other
	NA

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	There should be a variety of methods for every instructors 'tool box' to use in education adults in CGSC. Continually changing persons on instructor teams also does not help with mentoring instructors or continuity of team instruction.																
101	I have had very few difficulties. The college is well organized, compared with most civilian institutions, and the colleagues I work with are very helpful in filling in any gaps that might occur.																X
102	Not having a program in place when I			X													

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	came on board.																
103	Staying current with evolving doctrine and changing curriculum while you're trying to teach.						X								X		
105	No formal/informal orientation program No assigned sponsor		X	X													
106	I work in a great department. People are always willing to help here. I would say that issues such as promotions needs some kind of explanation. The difference in step raises between Title 5 and Title 10 is considerable. As near as I can figure,								X								

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	Title 10s for the most part do not get step increases other than inflation adjustments.																
107	Ignorance of the college's organization and mission. Lack of uniformity and standards in lesson plans. Lack of curriculum integration between directorates.					X	X										
108	1. Very different administrative procedures, vocabulary, culture than civilian academia -- and since many people here have _only_ been military or federal service, they assume					X			X				X				

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	everyone should know all of this already. 2. College is HORRIBLE at making information available. Finding a copy of the Title 10 faculty manual was almost impossible. Extremely poor use of web to distribute information, few documents aimed at explaining things to newcomers, and in many cases, daily use is at wide variance with written procedures. Never know how things 'really work'.																
109	Working for 3 chains of command at once.					x											

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110	When you start, you are pretty much 'thrown into it'. This is okay, because you have to learn quickly.							X									
111	No formal inprocessing or briefing. It has all been OJT. The FDP1 was conducted 3 days before I took the platform and contained little of any utility in the classroom.																
112	The changes in class hours						X										
113	Title 10 responsibilities were not clear.												X				
114	When I was a new CGSC faculty member in 1999, the reading load was voluminous.							X									

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115	A very busy Battle Rhythm; felt like I was being pulled in three different directions: 1) School, 2) Department, 3) Team. Once I became aware of the Mission, Purpose, Endstate and how the Teams and Departments fit within CGSC and CGSS, it became easier to discern priorities and work focus.					x											
116	Very little effort at training new instructors to pitch core curriculum. FDP1 is fine, but it doesn't teach you how to take a block or lesson authors package and present it to the class.				x												

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	Departmental train up consists of briefing changes to past curriculum. That does nothing for the new instructor who's never presented it before.																
117	Two primary difficulties: - Instructor, as well as administration, misunderstanding of the curriculum (there is no coherent ILE plan) - I need to know who I really work for. Do I work for my directorate, Or do I work for a Teaching Team. (While there are some conflicting																

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	requirements, the biggest issue goes back to the issue of what is the ILE curriculum intending to do??)																
118	Policies are not easy to access, but must spread through word of mouth, e.g., an 06 must sign a superior on a 1002, a superior on an AER requires how many superiors on 1002s, 10 working days to grade written products and complete 1002s.											X					
119	Administrative requirements with respect to staff group advisor responsibilities, particularly regarding									X							

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	AAP registration.																
122	Shortage of instructors.....department had to put folks into teaching positions prior to them being fully prepared due to supporting too many external taskings.							X									
123	1. No formal process that lays out 'how the curriculum fits together' 2. Lack of Teaching Team, Directorate, and CGSS synchronization 3. Lack of synchronization with course development for AOWC and common core ILE - lots of redundancy, lack of					X	X										

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	linkage 4. No standard issue book set																
124	I was on my own. Begining in the middle of the school year added to the difficulties. The other CTAC instructors were heavily engaged in the classroom already.	x	x														
125	Everything is tribal knowledge. There is no faculty handbook or operational description of the curriculum that anyone can show me.	x				x							x				
126	N/A I understood requirements from previous time as a military instr																x
127	The constant and continuing changes to					x	x			x							

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	the curriculum, calendar, and leadership.																
128	Teaching teams - not a real good method for doing instruction. Go back to directorate lead instruction and do away with					X											
129	No instruction on being a lesson author prior to having to write lessons; No established teaching or grading philosophy; policies passed by word of mouth with no actual references				X			X					X				
130	Lack of a centralized reference resource to answer questions regarding												X				

Subject	What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?	Lack of help by other faculty	Lack of Mentorship and Sponsorship program	Inadequate orientation training program	Inadequate continuing development program/plan	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum	Inadequate preparation/ assimilation time	Lack of information/awareness of where to go for help	Excessive/last minute schedule changes	Excessive additional duties or duties assigned too soon	Inadequate administrative/ technical support	Lack of clear published doctrinal guidance	Threat of deployment	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements	Other	NA
	work at CGSC.																
132	N/A																X
133	Concerned and caring department											X					
134	No central 'detailed' class prep sessions (and no real time for it is the reality). Information is passed down by the more experienced instructors. The more and more people you ask for 'how they do it' - the better prepared you end up getting.				X			X									
135	All the additional req's other than teaching.										X						
136	The lack of coordination between						X										

Subject	What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?	Lack of help by other faculty	Lack of Mentorship and Sponsorship program	Inadequate orientation training program	Inadequate continuing development program/plan	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum	Inadequate preparation/ assimilation time	Lack of information/awareness of where to go for help	Excessive/last minute schedule changes	Excessive additional duties or duties assigned too soon	Inadequate administrative/ technical support	Lack of clear published doctrinal guidance	Threat of deployment	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements	Other	NA
	administrative departments.																
137	lack of a centralised orientation on administration. lack of a package to refer to. Lack of common administrative approach between departments. Lack of articulated between department and team responsibilities - that is we have two distinct breakouts but cannot make up our minds as to which one to use.			X		X						X	X				
138	Lack of consistency.					X	X										
139	The instability in the decision making leadership ranks and the constant					X	X										

Subject	What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?	Lack of help by other faculty	Lack of Mentorship and Sponsorship program	Inadequate orientation training program	Inadequate continuing development program/plan	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum	Inadequate preparation/ assimilation time	Lack of information/awareness of where to go for help	Excessive/last minute schedule changes	Excessive additional duties or duties assigned too soon	Inadequate administrative/ technical support	Lack of clear published doctrinal guidance	Threat of deployment	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements	Other	NA
	change of focus/direction																
140	Oldtimers refer to people, not positions, so it's hard for a new person to know what organization does what. Also, no one person or organization seems to have a handle on basic info - it's always someone else's job.	X				X			X								
142	I really haven't had any real difficulty.																X
143	Understanding the civilian benefits					X											
144	Lack of backseating prior to instruction. My department has an excellent faculty trainup program, but there is no greater opportunity to get				X			X									

Subject	What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?	Lack of help by other faculty	Lack of Mentorship and Sponsorship program	Inadequate orientation training program	Inadequate continuing development program/plan	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum	Inadequate preparation/ assimilation time	Lack of information/awareness of where to go for help	Excessive/last minute schedule changes	Excessive additional duties or duties assigned too soon	Inadequate administrative/ technical support	Lack of clear published doctrinal guidance	Threat of deployment	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements	Other	NA
	ready faster than to back seat an accomplished instructor.																
146	Initially, no orientation.			X													
147	Not having any idea how the curriculum is formed or integrated and not knowing what the other departments do/teach.					X	X										
148	Very little understanding about procedures/processes within a teaching team. Seems to be dependant upon the personality of the team leader... no college standard/FD session on effective team development.					X											

Subject	What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?	Lack of help by other faculty	Lack of Mentorship and Sponsorship program	Inadequate orientation training program	Inadequate continuing development program/plan	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum	Inadequate preparation/ assimilation time	Lack of information/awareness of where to go for help	Excessive/last minute schedule changes	Excessive additional duties or duties assigned too soon	Inadequate administrative/ technical support	Lack of clear published doctrinal guidance	Threat of deployment	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements	Other	NA
150	Just being new and having to stay ahead of the course work in order to properly prepare to teach each day.							X							X		
151	No SOP that I could turn to all word of mouth.												X				
152	Getting Branch Qualified in another funtional Area															X	
154	Long commute and limited familiarity with IT resources and requirements											X				X	
155	I'm not in the in crowd and CGSC doesn't play by the rules like the rest of the army.	X				X											
156	None encountered.																X

Subject	What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?	Lack of help by other faculty	Lack of Mentorship and Sponsorship program	Inadequate orientation training program	Inadequate continuing development program/plan	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum	Inadequate preparation/ assimilation time	Lack of information/awareness of where to go for help	Excessive/last minute schedule changes	Excessive additional duties or duties assigned too soon	Inadequate administrative/ technical support	Lack of clear published doctrinal guidance	Threat of deployment	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements	Other	NA
157	1. No real registrar. 2. Faculty development without faculty orientation			X		X											
160	Schedule structure									X							
161	Section Team Leader is definitely not a LEADER					X											
178	n/a																X
180	There are alot of distracters. At times, teaching seems like a side job as opposed to your primary duty. Simulations are difficult at times. We do not use them enough to stay proficient. It requires training all over				X		X				X						

Subject	What has contributed to the difficulties you have encountered in 'learning the ropes' as a new CGSC faculty member?	Lack of help by other faculty	Lack of Mentorship and Sponsorship program	Inadequate orientation training program	Inadequate continuing development program/plan	Bureaucracy/Cumbersome or unnecessary institutional requirements/ lack of vision or don't understand vision	Excessive curriculum changes/inadequate curriculum integration/outdated curriculum	Inadequate preparation/ assimilation time	Lack of information/awareness of where to go for help	Excessive/last minute schedule changes	Excessive additional duties or duties assigned too soon	Inadequate administrative/ technical support	Lack of clear published doctrinal guidance	Threat of deployment	My own inexperience/ limitations/ shortcomings or unfamiliarity with requirements	Other	NA
	again when implemented into the curriculum.																
181	n/a																X
182	Constant threat of deployment.													X			

Table F.9 Question 45 – Information Respondents Considered Necessary to Effectiveness as a CGSC Faculty Member

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
1	Previous responses.								
2	FDP-1 does a good job with curricular basis and classroom management techniques. Directorate does a good job with professional and personal development coaching. Shortfall is on the admin side of our duties.				X				
4	More general information regarding the college its mission, the curriculum and the student body.		X						
5	First and foremost - FDP 1 course completion. In addition, a new members should have the following orientations - Blackboard, Share Point, SMS, DTS, and classroom automation training.				X		X		
7	learning the calendar		X						
8	none							X	
9	A comprehensive and well-structured new faculty orientation program.	X	X	X	X				
10	Clarity of the purpose of the college. My opinion once ILE reaches W100 the environment becomes training and the education style should change from the adult learning model. Language to headstart levels is training.		X				X		
11	Thorough understanding of the curriculum and technologies available.		X		X				

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
12	The nuts and bolts of how the college runs. How the schedule is put together and how can we affect it.		X						
13	The FDP and department trainer certification programs.						X		
14	A faculty handbook focused on the college.	X			X				
15	Course curriculum.		X						
16	Better FDP2 program for new instructors. The FDP2 sessions that I have attended were simply a quick brush over the material and better tailored for the seasoned instructor to capture minor changes to the lessons. This is an inadequate design for new instructor familiarization. The COIN FDP2 structure is much better and should stand as the example. Maybe seasoned instructors should not have to attend FDP2 sessions unless it is a new lesson.						X		
17	FDP1 instruction						X		
18	WAS ASSIGNED AS A BRANCH REPRESENTATIVE. HAD EXPECTATION OF TEACHING BRANCH-SPECIFIC CLASSES, NOT CLASSES IN FUNCTIONAL AREAS THAT I HAVE NO KNOWLEDGE OF; I.E. LOGISTICS						X		
20	how the college runs; how their directorate operates; etc	X	X						
23	a thorough indoctrination of the course from all the directorates to show how		X						

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
	it's all related								
24	What their responsibilities are, possible resources, how the registration program works, and what is expected fo instructors/course authors.	x			x				
27	faculty handbook				x				
28	Knowing what resources are available and what everyone else in the organization has to offer helps.	x			x				
29	You definitely need to learn the adult learning model that is used and how to use it. You also need to know how to use the grading forms.				x		x		
30	Depends on the directorate. As an 'education' institution, CGSC ought to know more than any other military institution that one size does not always fit all. Demographics (what types of experience backgrounds they come from - not racial-socio-economic, etc) and experience level of the students would be at the top of the list, since each class will essentially be a little different - particularly now. For instance, the level of CBT experience for the next CGSC class will be significantly greater than the class currently in session (my former company commanders who fought in Iraq and Afghanistan will be showing up here this summer)	x							
31	Clear statement of responsibilities, in terms of teaching, grading and								

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
	administration. Sources of information for all of the above. Explanation of policies governing Title 10 civilian personnel (should be in the Title 10 Manual that has yet to be published).								
32	Familiarity and an ability to use the ELM.						x		
33	The expected teaching method (adult learning model) is essential, since that is how we teach. The other is just digging into the manuals. This college needs to attract the absolute highest quality officers with great amounts of experience. Many of my peers are such individuals, but I am sure they have taken risk in their future assignments by being assigned here as instructors.						x		
35	The information presented in FDP 1 is outstanding.						x		
36	Some typ of a directory on where to find information. Not just it is on the web or on the g drive.				x				
37	A full-up work-up for the more complicated aspects of teaching the 300 block of instruction for the first time.						x		
38	ILE Calendar that is fully explained upon arrival.		x						
39	Systematic orientation to all aspects of the job.	x	x	x	x				
40	All of the above in 40 / 41. Need a better new faculty mentor program.					x			
41	FDP-1, overview of the CGSS mission and curriculum, directorate FDP-2,	x	x				x		

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
	SGA orientation. Curriculum has changed since most new instructors were students. FDP-2 focuses new instructors on the directorates curriculum, but does not nest with the overall POI.								
42	Aware of the rigorous teaching schedule in the fall. Aware of the expectation that the college expects you to publish and work on a Doctor's degree in your free time.	x	x						
44	willingness to learn.								
45	Current role in relation to the big picture; responsibilities as a faculty member and SGA should be better defined and explained; opportunities for advancement should be better outlined	x	x						
46	Tell us our mission (grand picture) and spend more time explaining the procedures. We get a lot of talk about the mission but need more guidance on day to day activities, i.e. grades, POCs, classroom set-up, etc...	x	x		x				
47	One solid CGSS handbook that address both faculty requirements and how the college 'really' works. I found two handbooks on-line after I figured 'most' things out. A solid directorate handbook addressing departmental training and requirements.				x				
49	All directorates responsibilities or mission.	x	x						

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
50	Class on the whole integrated curriculum		x						
52	The battle rhythm of the college.		x						
53	Remember that as instructors, our focus should be on student learning. We are stewards of the Army and the CGSC institution and we must be held accountable for meeting ELOs and TLOs.	x							
55	A strong grasp of the organizational flow of CGSC as well as understanding the ELM and the content area.	x					x		
56	An explanation of where the lessons are (G:drive, etc) and how we can adjust them to meet the needs of our students.		x		x				
57	The key variable here in my humble opinion is linked to intangible variables. For example a new faculty member must become a true believer in the importance of this institution in support of our nation.	x							
58	A directed wholistic CGSC faculty development program, especially FDP2. Everyone on the same sheet of music.						x		
59	Previous experience is essential.								
60	Information that prevents them from searching for answers.	x		x	x				
61	Again, see earlier comment								
63	Some time and a specific individual who can be used as an assigned resource					x			

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
	would be helpful.								
64	team philosophy, research opportunities, curriculum integration, and course development	x	x						
65	Course structure and flow, instructor responsibilities (including grading),	x	x						
66	Needs to know where to get the information and help in preparing for class. Needs to know the timelines for student distribution and requirements. Needs to have Lesson Plan - Executive Summary, a one-two page sheet to take into class without all the detail, just the main points of the class.		x		x				
67	A broad overview of CGSC, ILE, FDP, and information on higher level education opportunities.	x	x				x		
69	what are the expectations? what opportunities available for military officers for professional development	x	x						
70	He/she will need most of all the FDP2 training. The rest of the items mentioned above are administrative and not related to teaching effectiveness. They do, however, effect employee satisfaction.						x		
71	FDP1 and department inbriefing						x		
74	fdp-1						x		
75	1) Attend FDP I and 2) knowledge that he/she will be protected from						x		

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
	deployments and other external (non-CGSC) requirements in order to gain, maintain, and enhance teaching abilities.								
76	A guide book on the 5w's would help.				X				
78	FDP training and then further training/certification from their department.						X		
79	CGSC Information	X	X						
80	Again, the single most important factor for me was having experienced instructors present, to help guide my classes in a direction that was conducive to follow on classes and achieved the learning objectives.					X			
83	JUST KEEP THE INFO FLOW GOING AND ENSURE EMPLOYEE KNOWS WHERE TO GO AND GET UPDATES.				X				
85	Heirarchy of CGSS, CGSC, Directorates. The forms 1009 and 1002	X	X		X				
86	Each and every faculty member must be given the opportunity to attend the FDP1 immediately after arrival. Once one understands the process and procedures all else will fit.						X		
88	How the college runs: - What the core teaching cycle is - What the AAP teaching cycle is - Admin responsibilities for SGAs - MEANINGFUL training on SMS, rather than perfunctory display of a few screens; include difference between SGA access and instructor access;	X	X						

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
	requirements and limitations on system entries; responsibilities of instructors and SGAs, and detailed instruction on how to fulfill them (preferably before they are due) rather than relying on word of mouth among instructors; - SAMS mission, purpose, academic cycle, and student application process (ahead of time, and in a form understood by a new instructor) - Availability of 're-greening' and other professional development opportunities in a timely, useful manner.								
89	curriculum feedback		X						
92	A Senior Instructor mentor will help this.					X			
93	Explanation ancillary duties/missions imposed on college and faculty. Computer skills. A realistic methodology to remain current.	X			X				
95	How the college is structured -- who is responsible for what?	X							
96	A good teaching team structure and leader.					X			
97	How teams operate. How the teaching team and department cooperate.	X							
98	Suggest you develop a laundry list of things the college thinks we need to know, send it out to the faculty, and ask them to provide comments/inputs/additions.							X	
99	organization chart. rating chain. mission, tour of the building, list of who to	X			X				

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
	call for what.								
100	What adult education is and why it is different from 'training' is very important. The various panels and committees that support instructors should be presented initially to new instructors.		x				x		
101	I think the key is knowing the expectations. We all come with strengths and weaknesses, but knowing the expectations allows us to build a program that will work to our needs.								
102	I believe the current orientation meets this requirement.							x	
103	Listing of the most current doctrinal manuals. Reimer Library files does not have many emerging manuals in digits.				x				x
106	One needs to understand the nature of their students in advance. This is not a civilian university in any shape or way.								
107	College mission Understanding of lesson plan and advance sheet formats and intents Understanding of the material through field experience and study	x	x						
109	Know the courseware.		x						
110	Faculty should have the opportunity to right seat ride. Also, a more indepth overview of standards and administrative requirements would be helpful.	x	x				x		

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
111	1. Explain how the Civ Pers System works - or doesn't. 2. Explain how or why personnel are selected for Inst/Asst Prof/Assoc Prof/Prof. There is no apparent objective criteria - it's all who you know.	x	x						
112	Need to be kept updated on curriculum changes as well as reducing the changes made in contact hours and AAP hours		x						
113	A good inprocessing check list that is up to date.			x					
114	Understand the integration of the ILE curriculum,		x						
115	Mission/Purpose/Endstate of the Staff College and the role his/her department plays in achieving that endstate.	x							
117	An incoming instructor needs to have information to set him up for success in front of students. In my opinion, he needs to understand how the ILE curriculum comes together. -- HE DOES NOT NEED TO HAVE THE CURRENT FDP1. That only adds to his confusion.		x						
118	What are the policies and procedures for all faculty activities?	x							
119	Information about 'how stuff really works around here' such as civilian employee rules and guidance, APFT administration and reports, registration for AAPs, personnel accountability, department and college organization, courseware organization and flow.	x	x						

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
122	teaching/performance college standards, entire curriculum..not just a department's portion and how it all interacts, college's priorities of effort, detailed knowledge of curriculum, detailed knowledge of the electronic systems (computer and classroom), detailed knowledge of all the support systems an departments in the college...who does what and how do you get support.	X	X		X				
123	1. Formal reviews, in the classroom, with feedback on how he/she teaches 2. End to end laydown of the curriculum 3. Physical location with the teaching team	X	X						
125	faculty handbook or operational description of the curriculum		X		X				
126	understand CPO system; ILE Concept; college's admin requirements (I assume individual has appropriate academic background / actual experience)	X							
127	Where to go to get the information you need. The information an new faculty member needs is hidden in the various files on the G://drive or the CGSC website. There is not a single source of information within the college at any level!				X				
128	Paired with a seasoned instructor					X			
129	SGA duties; teaching philosophy; grading procedures and philosophy;	X	X						

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
	qualification by each department to teach the material; administrative procedures; writing standards; How an MMAS committee works; SAMS requirements								
130	Personnel and Admin policies, procedures and expectations Personnel benefits and administrative handling of same Security clearance procedures Office admin (supplies, computers, email, voice mail, housekeeping, environmental hazards, safety, etc.) Classroom admin (projectors, computers, supplies, furniture, etc.) Severe weather procedures SMS procedures Teaching team membership and duties	X	X						
132	Faculty development/FDP 1, as well as, information on classroom fundamentals/small group dynamics.				X		X		
133	Aggressive application and feedback in the ELM process, to foster small group analysis and work						X		
134	Be flexible, ask questions, grab on to someone's coattails, find mentors, be prepared for long (C200 and C300) class preparation study time, ensure you can relate properly to the student population (your customer), remember at the end of the day it is about the students and not the college administrivia.					X			
135	Needs a supportive Directorate.	X							

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
137	FDP 1 needs to be expanded to include all the administrative aspects of instructing. A Common grading approach, SMS, bullitens, investigations, reporting.		X				X		
138	Time.								X
139	The college teaching philosophy, teaching methodology, college policies and procedures. A faculty handbook would be extremely helpful. Just understanding who is responsible for what would be huge.	X			X		X		
140	They need to know a real chain of command - who is in charge of what unequivocally. Even now, long time faculty ask 'who's in charge of X-thing?' If seasoned faculty have to ask, it's hopeless for a new person.	X							
141	How this school fits into the overall OES.	X							
142	That will vary based on the skill sets and prior experience of the mew faculty member.								X
143	Understand andragogy						X		
146	Orientation - overview of CGSC: departments, leadership, mission.	X							
148	Probably the commander's intent and explanation of what we do throughout the school year. I still have not seen a schedule beyond Feb 07, and never received an overview on the pieces and parts of the curriculmn, etc.	X	X						

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
150	Take advantage of the Faculty Development Programs whenever able.						x		
151	N/A							x	
152	Positive attitude and a willingness to listen and learn.								x
154	The content in FDP 1 & 2 (ILE workshop) helped immensely						x		
155	They need to have a sponsor to guide them for the first 3 months.					x			x
156	First, professional credibility, then academic credentials.								
157	Stated in other responses above.								x
160	FDP1, understanding of course layout, talking with other instructors, and a good FDP2 class						x		
161	Overview of the other directorates	x							
162	Overview of program and lesson plans.		x						
163	Informational needs vary depending upon previous background. In my case, I needed practical advice on Title X and the current CGSS teaching program (beyond FDP-1 methods).	x							
164	reading US Army and Joint doctrine, as well as the National Security Strategy and the National Military Strategy								x
165	Description of standards and expectations of the students.								x
167	No one will train you on everything you need to know. Your success is								x

Subject	What information does a new faculty member need to be an effective member of the CGSC academic community?	Better information/guidance on policies/responsibilities	Overview of college procedures, curriculum and scheduling	Improved pre-arrival/check-in process	Improved information sources/access; technical details	Improved mentor/sponsor program	Improved FDP1 or FDP2	N/A	Other
	primarily dependent upon your own initiative in learning the lesson content and getting opportunities to lead classroom instruction. If you are not teaching at least one class within the first 30 days upon arrival, you are doing yourself a disservice								
168	How to teach, what to teach (including where to find the material), where to teach and when to teach.						X		
170	In DJIMO information about the Joint Interagency and Multinational environment are essential...particularly as it applies to ongoing operations in Iraq and Afghanistan.	X							
172	more focused FDP3						X		
175	FDP and backseat time while an experienced instructor is on the platform.						X		

Table F.10 Question 46 – Factors That Helped Respondents Feel Valued at CGSC

Subject	What has made you feel valued as a faculty member at CGSC?	Recognition/Support by CGSC Leadership	Recognition/Support by Directorate	Recognition/Support by Teaching Team	Recognition/Support of Colleagues	Interaction with/feedback from Students	Professional Dev Opportunities	External Factors	Latitude/Sense of Ownership	Nothing
1	Am not sure that faculty are 'valued' at CGSC. The working level truth seems more that faculty are 'cogs' that can be rotated or replaced at the whim of Title V / AD.									X
2	The students.					X				
4	My department.		X							
5	Interaction with students....playing a part in their learning process.					X				
7	climate among faculty; attitude of students				X	X				
9	The students					X				
10	Interaction with the students and the ability to enhance their ability to think critically.					X				
11	Support from LID faculty.				X					
12	My students other than that very little. My senior rater does not know me so he must not value my being here.					X				
13	Teamwork and experience from the field.							X		
16	My wife, the Department Director ([NAME]), the students, colleagues, faculty development staff ([NAME], and office mates.	X	X		X	X		X		
17	interaction with students and other staff and faculty				X	X				

Subject	What has made you feel valued as a faculty member at CGSC?	Recognition/Support by CGSC Leadership	Recognition/Support by Directorate	Recognition/Support by Teaching Team	Recognition/Support of Colleagues	Interaction with/ feedback from Students	Professional Dev Opportunities	External Factors	Latitude/Sense of Ownership	Nothing
18	INSTRUCTING BRANCH-SPECIFIC AAP ELECTIVE COURSES ASSISTING OTHER INSTRUCTORS PARTICIPATING IN ADULT ED COURSES				X		X			
20	internal directorate training		X							
21	Student feedback.					X				
22	Students, students, students.					X				
24	The willingness of hte faculty to talk to me about what is expected of instructors.				X					
27	Interaction with staff group students					X				
28	Great people working with me.				X					
30	Positive feedback from students during AARs, course surveys, and personal emails from former students after they have left PCC.					X				
31	Interaction with students and faculty colleagues.				X	X				
32	Be allowed to participate as a member of a teaching team. Being allowed to complete my certifications by teaching in the W300 block. Getting an article published in The Army Logistician.			X				X		
33	That every person brings a certain level of skill and experience to the total team, even if the amount varies greatly.			X						
35	Teaching					X				

Subject	What has made you feel valued as a faculty member at CGSC?	Recognition/Support by CGSC Leadership	Recognition/Support by Directorate	Recognition/Support by Teaching Team	Recognition/Support of Colleagues	Interaction with/ feedback from Students	Professional Dev Opportunities	External Factors	Latitude/Sense of Ownership	Nothing
36	Teaching and gaining feedback from students and peers.				X	X				
37	My boss here at Belvoir, my colleagues, and the students themselves.			X	X	X				
38	The students					X				
39	Welcoming manner and conduct of faculty.				X					
40	Diverse opinions welcomed most of the time. Training provided by FSDD = first rate	X			X					
42	The feed back from the students.					X				
44	N\A									
45	The interaction with faculty and students has made the difference.				X	X				
46	Enjoy providing instrution to 'loggie' hating students.					X				
47	The students!!					X				
48	Interaction with students and colleagues has included positive feedback.				X	X				
49	The people and importance of the mission.								X	
50	student interface and reaction					X				
52	The rapport and support of my fellow instructors.				X					
53	Student Interest/enthusiasm and the peer collaboration within LID					X				
55	Recognition for efforts and hard work by Gen.	X								

Subject	What has made you feel valued as a faculty member at CGSC?	Recognition/Support by CGSC Leadership	Recognition/Support by Directorate	Recognition/Support by Teaching Team	Recognition/Support of Colleagues	Interaction with/ feedback from Students	Professional Dev Opportunities	External Factors	Latitude/Sense of Ownership	Nothing
56	Positive feedback from students and fellow instructors.				X	X				
57	The growth of my students in the class. There is no greater reward than to see your students sharing, learning and growing as professional officers and men.					X				
58	Supervisor and peer interaction.	X			X					
59	Staff and other instructors				X					
60	My teammates.			X						
61	That I am sought out for my background and specialties.								X	
63	Interest and support from highly qualified faculty members has been a great help.				X					
64	Student interaction and seminar dynamics, MMAS research, 'some' time to pursue research interests. Faculty interaction, especially with CTAC and DMH.				X	X				
65	Positive reaction from/effect on students, Division relied on me to write/rewrite lessons within months of arrival					X			X	
66	Immediate acceptance and a chance to contribute and participate in the classrooms. Meeting with rater.				X	X				
69	team leader welcome			X						
70	Positive student feedback; positive remarks from some colleagues.				X	X				
71	operational experience							X		

Subject	What has made you feel valued as a faculty member at CGSC?	Recognition/Support by CGSC Leadership	Recognition/Support by Directorate	Recognition/Support by Teaching Team	Recognition/Support of Colleagues	Interaction with/ feedback from Students	Professional Dev Opportunities	External Factors	Latitude/Sense of Ownership	Nothing
73	Pitching a good class that students can benefit from. Sharing my ideas with senior members of the staff and getting feedback.				X	X				
74	student feedback...it's more important than something from the college leadership...the students are what matter					X				
75	My Director ([NAME]) and written faculty assessments/feedback provided to me from peers who observed me teaching.		X		X					
76	Students					X				
78	the students.					X				
79	Members of the section, the division chief, and directorate leadership.									
80	Everyone I have come in contact with here and at Ft Leavenworth have made me feel as a valued member of the team.				X					
82	that I have been treated as an equal.								X	
83	OPPORTUNITIES GIVING TO ME BY MY DIRECTORS AND OTHERS								X	
86	The acceptance from my team here at [SATELLITE LOCATION].			X						
87	My knowledge in the field of Force Management and having						X		X	

Subject	What has made you feel valued as a faculty member at CGSC?	Recognition/Support by CGSC Leadership	Recognition/Support by Directorate	Recognition/Support by Teaching Team	Recognition/Support of Colleagues	Interaction with/ feedback from Students	Professional Dev Opportunities	External Factors	Latitude/Sense of Ownership	Nothing
	the opportunity to re-write portions of the class.									
89	strong leadership	x								
92	Previous experiences as an Instructor (13 yrs total)							x		
93	Positive response and appreciation expressed by students. Recognition within department by a committed, professional and hardworking chain of command	x				x				
95	The level of leadership and concern demonstrated daily by the DJMO director and the daily interaction with the students.		x			x				
96	Department supervisor counseling and discussion periods.		x							
97	Students tell me.					x				
98	The actions of the students and feedback from my peers and the college leadership.	x			x	x				
99	working team colleagues			x	x					
100	Only student input. The organization has not in the past been very strong at recognizing value added inputs of various instructors.					x				
101	Probably the mutual respect between members of the department's faculty. We do a good job of going to those we see as experts in a topic and asking them for input. When someone comes to you in this way...viewing you as an expert...there is a sense of belonging to the organization. I also	x			x					

Subject	What has made you feel valued as a faculty member at CGSC?	Recognition/Support by CGSC Leadership	Recognition/Support by Directorate	Recognition/Support by Teaching Team	Recognition/Support of Colleagues	Interaction with/ feedback from Students	Professional Dev Opportunities	External Factors	Latitude/Sense of Ownership	Nothing
	think CGSC does a good job of trying to formally or informally recognizing performance. We laugh about the numbers of folks on the stage in Eisenhower Auditorium, but having spent time places where no one was recognized...this is an important session for our faculty and staff.									
102	The Deputy Director		x							
103	Students learning in the classroom.					x				
106	My department as well as my students.		x			x				
107	Seeing a student 'get it'.					x				
109	Interacting with students.					x				
110	Being a member of a team and the staff group advisorresponsibilities			x						
111	Feedback from the students - certainly nothing from the school leadership. Handing out coins and or certificates doesn't make me feel valued!					x				
112	Student responses in classroom					x				
113	Personal recognition from supervisors.	x								
114	The positive responses of the ILE students					x				
115	Staff Group Advisor, Valued member of my Teaching Department, Instructor of the Year recognition	x		x		x				
116	Fraternity within the SOF Cell. New instructors are pretty				x					

Subject	What has made you feel valued as a faculty member at CGSC?	Recognition/Support by CGSC Leadership	Recognition/Support by Directorate	Recognition/Support by Teaching Team	Recognition/Support of Colleagues	Interaction with/ feedback from Students	Professional Dev Opportunities	External Factors	Latitude/Sense of Ownership	Nothing
	much ignored by other faculty for the first year.									
117	Students.					X				
118	The relationships within the department.		X							
119	Positive feedback from students and other faculty members.				X	X				
120	Interaction with students; support from directorate leadership.		X			X				
122	Peers.				X					
123	Serving as an SGA is the most rewarding duty at CGSC					X				
125	reactions of students and colleagues				X	X				
126	Personal interaction with students					X				
127	The students and other faculty members.				X	X				
128	Not much because the leadership doesn't listen to instructor input - ILE has been faulty since it's beginning and continues to be mediocre curriculum and not much is being done to fix it.									X
129	Student feedback; feedback from other instructors				X	X				
130	Recognition from leadership (awards, annual ratings, etc.) Regular paycheck Comments from students expressing appreciation for my efforts	X				X				
131	Teaching.					X				
132	Students and learning					X				
133	positive feedback from both the leadership and sometimes the	X			X	X				

Subject	What has made you feel valued as a faculty member at CGSC?	Recognition/Support by CGSC Leadership	Recognition/Support by Directorate	Recognition/Support by Teaching Team	Recognition/Support of Colleagues	Interaction with/ feedback from Students	Professional Dev Opportunities	External Factors	Latitude/Sense of Ownership	Nothing
	students and obviously peers									
134	Reputation among instructors and students as a good instructor. At the end of the day it is about how well you can relate to and therefore relay information in this adult learning environment. You are as much a motivator and entertainer as you are an instructor and facilitator.				X	X				
135	Not being Micro-managed.								X	
136	My colleagues and teaching team members			X	X					
137	The other instructors.				X					
138	The students.					X				
139	Positive student feedback. Recognition from rating chain.	X				X				
140	Working for a good boss in an organization (division) with a good reputation.		X							
141	The students.					X				
142	Team, department and student associations.		X	X		X				
143	The camaraderie of the faculty and the relationship with the students				X	X				
144	the acceptance of the students and the importance of what I'm doing.					X				
146	Transfer to LID.		X							
148	Interaction with the students!					X				

Subject	What has made you feel valued as a faculty member at CGSC?	Recognition/Support by CGSC Leadership	Recognition/Support by Directorate	Recognition/Support by Teaching Team	Recognition/Support of Colleagues	Interaction with/ feedback from Students	Professional Dev Opportunities	External Factors	Latitude/Sense of Ownership	Nothing
150	The students and my fellow instructors.				X	X				
151	The student feedback.					X				
152	The professional environment at CTAC		X							
154	Learning opportunities within DLRO, and a cordial relationship with colleagues in my department and on my assigned team		X	X	X		X			
155	My own accomplishments and student feedback.					X				
157	My teaching peers.				X					
160	Reception by team leader and being treated as a professional.			X						
161	Putting me right to work teaching the student body								X	
162	Fellow instructors.				X					
163	Department comraderie and student enthusiasm.		X		X	X				
164	Peers and students				X	X				
165	Members of the staff group.					X				
166	=-the orientation and training has been exceptional									
167	The support from fellow faculty members				X					
168	Personal interactions with directorate members and teaching team members.			X	X					
169	The acceptance of my seminar as someone who has something meaningful and valuable to their own professional growth and					X				

Subject	What has made you feel valued as a faculty member at CGSC?	Recognition/Support by CGSC Leadership	Recognition/Support by Directorate	Recognition/Support by Teaching Team	Recognition/Support of Colleagues	Interaction with/ feedback from Students	Professional Dev Opportunities	External Factors	Latitude/Sense of Ownership	Nothing
	development.									
170	Not falling on my face in the classroom...and, while it is a double edged sword, leadership trust in my ability to accomplish high visibility projects.	x	x			x				
172	quality command climate	x								
175	Being given instructor duties, asked to speak at panels and for electives, and trusted as an SGA before completing six months here.		x	x	x					
176	na									x

Table F.11 Question 47 – Factors That Caused Respondents to Feel Not Valued at CGSC

Subject	What has made you feel not valued as a faculty member at CGSC?	Facilities	Excessive workload	Overemphasis on publishing	Lack of recognition of personal expertise	Superficial curriculum	Responding to the whims of the leadership	Lack of organizational planning/scheduling	Limited information flow	Weak/ineffective leadership and cronyism	Overemphasis on external taskings/deployment requirements	Nothing. I feel valued.	Other
1	- Emphasis on publishing anything rather than concentrating on skills as an instructor; Apparently, we are heading toward the civilian model where there is no recognition for providing educational service to our students; I wonder if the CGSS will be surp			x									
2	1. A 6 X 8 foot cubby hole. 2. A desk that served well in WWII. 3. A computer that served well in 1996. 4. Zero control over scheduling. I had more control as a Lieutenant than I do here. 5. No briefings on how the school works. No effort on the part of school leadership to meet or greet new hires. 6. No briefings on what's important to the school - except get a doctorate and write/publish. Like that's gonna help the students!	x		x				x	x				
3	1. Being treated as if all faculty are interchangeable, and a PhD is just a ticket to				x					x			

Subject	What has made you feel not valued as a faculty member at CGSC?	Facilities	Excessive workload	Overemphasis on publishing	Lack of recognition of personal expertise	Superficial curriculum	Responding to the whims of the leadership	Lack of organizational planning/scheduling	Limited information flow	Weak/ineffective leadership and cronyism	Overemphasis on external taskings/deployment requirements	Nothing. I feel valued.	Other
	punch. I thought I was hired because I am an EXPERT on particular subjects of relevance to CGSC, with a doctorate from one of the top universities in the nation. If you want generic teachers who teach off a script or easy jobs for retired LTCs, why bother recruiting people like me? 2. Lack of incentives. All Title 10s get the exact same bonuses and step increases (in my directorate at least) regardless of performance, for example. Feel like there's not much difference between aggressively pursuing my duties, or just showing up each day. 3. As a civilian, I'm clearly not part of the in-group. Very clear that taking care of retiring O-6s is a higher priority than academic needs and faculty development/management.												
4	1. Wasting 30 minutes of my time in Eisenhower Auditorium waiting for the DC. 2. Rewriting curriculum for the sake of						X	X					

Subject	What has made you feel not valued as a faculty member at CGSC?	Facilities	Excessive workload	Overemphasis on publishing	Lack of recognition of personal expertise	Superficial curriculum	Responding to the whims of the leadership	Lack of organizational planning/scheduling	Limited information flow	Weak/ineffective leadership and cronyism	Overemphasis on external taskings/deployment requirements	Nothing. I feel valued.	Other
	rewriting curriculum when time could be better spent refining what we wrote last.												
5	A curriculum which does not foster in-depth study and specialization, but standardized lesson plans which are taught by every member of a department without examining the expertise which individual faculty members bring to the classroom.					X							
6	A few faculty and some students tend to dismiss my abilities because I'm 'just a Reservist', so I tend to hide my status in an effort to validate the One Army Concept. Nothing feels better than to hear a student say 'I'd have never known you were a reservist if you hadn't told me.'				X								
7	absolutely nothing I feel valued											X	
8	an apparent lack of appreciation for the basic teaching job/requirements verses other activities such as research and publishing.			X									
9	Arbitrary reassignment from team to team;						X	X	X				

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	absence of a HR handbook with established procedures / criteria for reappointment, advancement, & opportunities. Observing experienced faculty with established academic credentials, military experience, and publishing record being 'reappointed' for only 3 years and being held 'in the dark' until the last moment on the rehire decision. Non faculty / non instructors directing immediate course changes and the faculty council being degraded to a minor advisory role.												
10	Being set-up by the college leadership for mediocrity or even failure by excessive requirements. DJMO courseload is too far imbalanced in relation to other instructors. There is no time on the schedule for grading papers, providing feedback, performing roles that are said to be important. Leadership does not appreciate these issues; rather, they question instructor motivation by looking for						X	X					

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	pursuit of other degrees/publication of materiel to boost the prestige of the college.												
11	Constant threat of deployment and WAY TOO MUCH 'contact time with students.'					X					X		
12	Constant threat of deployment.										X		
13	decision makers in CGSS, who do not actually teach students, do not adequately consult teaching faculty on curriculum matters.						X						
14	Department is too focussed on Curriculum development.												X
15	DoD and Army requirements for all the mandatory training.												X
16	Expected to take on too many admin duties.		X										
17	Faculty resentment toward the Faculty Development Program												X
18	Hauling trash to dumpsters and shredding materials. It appears that the college does not value my or any other instructor's time. College has not figured out yet that there has been a significant change....no longer are the		X										

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	employees active duty that can be tasked for 24 hour service. The civilian employees are taskable for 8 hours per day. Priorities (there are conflicting priorities) are still a problem...do I prep for class or shred? I am told that getting a PhD is critical to retaining my job, finding a niche that the college needs and spending my time filling it (no direction as to what those niches might be..just do it-maybe the leadership doesn't know what they want but are hoping the inmates will figure it out?), fill external taskings, and last priority is teaching. I signed on to teach.												
19	Having to attend TRADOC required classes - drug and alcohol, ethics, and a host of other time-wasters.		x										
20	Having to take out my own trash Anything that I'm required to perform which turns out to be a waste of time.		x										
21	I believe that I have a great deal to offer my				x								

Subject	What has made you feel not valued as a faculty member at CGSC?	Facilities	Excessive workload	Overemphasis on publishing	Lack of recognition of personal expertise	Superficial curriculum	Responding to the whims of the leadership	Lack of organizational planning/scheduling	Limited information flow	Weak/ineffective leadership and cronyism	Overemphasis on external tasks/deployment requirements	Nothing. I feel valued.	Other
	colleagues, students, the College and the Army.												
22	I did not attend resident CGSC, so a lot of knowledge that is taken for granted by those who did come here for CGSC, is unfamiliar to me. I am also a branch that is only tacitly involved and familiar with most of what is taught at this course.								X				
23	I feel valued											X	
24	I know my job.											X	
25	I prefer not to write it down												X
26	I was enlisted and not an officer.									X			
27	Inconsistency amongst departments, the leadership asking questions, comments, surveys but no feedback loop on the impact.							X					
28	Instructor of the year program within the directorate Perceived levels of competency of the faculty, who gets hired, who gets retained, etc..												X
29	I've never felt this way.											X	

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30	Lack of clear civilian personnel policy for Title 10 faculty.								x				
31	Lack of communication from College leadership. This is getting better, but not there yet.								x				
32	Lack of faculty parking and when what little parking does exist gets taken away to support other events.	x											
33	LACK OF KNOWLEDGE												x
34	lack of opportunity to develop as a field grade officer												x
35	Leadership not really interested in faculty input. Every director should teach one interaction so they see what works and doesn't work.						x						
36	Mandatory ethics and substance abuse training		x										
37	My initial welcome back as a civilian. What a difference taking the uniform off meant in terms of getting things done around here. Lack of sponsor and being told to go down to												x

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	the loading dock to see if I could find my own desk. Then seeing what was available down at the dock (mostly old, broken stuff). I felt like a beggar! All the while I'm watching DLRO get in new desks and CTAC is getting to chose from all the rejects throughout BH that we are going to throw out. Yeah, I felt real valued at that point!												
38	My lack of introduction to CGSC even before I arrived												X
39	My transition from active duty to retired civilian appeared to be a surprise to the department leadership when it actually occurred. This made me think that maybe they really didn't know who I was, what I was doing, or where I fit into their view of the organization.												
40	N/A											X	
41	n/a											X	
42	N/A											X	

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43	N/A											X	
44	N/A											X	
45	N/A											X	
46	N/A											X	
47	n/a											X	
48	N/C - have no gripes											X	
49	N\A											X	
50	na											X	
51	NA											X	
52	Negative inputs from current faculty - in & outside my department. There are too many 'pre-madonnas (sp?)' in the college.									X			
53	No issues for me but I think we could all do a better job in thanking our instructors and supporting casts for their efforts.				X								
54	No major issues at this time.											X	
55	No orientation when I arrived.							X					
56	No person or thing has made me feel that way. However, we are going to need to spend more money on this very mediocre facility that we											X	

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	have been saddled with. This facility, in and of itself, makes both faculty and students not feel that valuable to the Army or to the C&GSS. So long as we are here												
57	None											X	
58	none											X	
59	None											X	
60	Not a FBC in an environment that teaches BN CDRs.									X			
61	Not applicable.											X	
62	Not being informed of things I should know. Having to scrounge decent furniture. Working in an office without working air conditioning or heating. Not being issued the same materials that students are given.								X				
63	nothing											X	
64	Nothing											X	
65	nothing											X	
66	Nothing											X	
67	Nothing											X	

Subject	What has made you feel not valued as a faculty member at CGSC?	Facilities	Excessive workload	Overemphasis on publishing	Lack of recognition of personal expertise	Superficial curriculum	Responding to the whims of the leadership	Lack of organizational planning/scheduling	Limited information flow	Weak/ineffective leadership and cronyism	Overemphasis on external taskings/deployment requirements	Nothing. I feel valued.	Other
68	Nothing											X	
69	nothing negative from my perspective, our dept has superb professionals who watch out for each other to ensure success											X	
70	Nothing.											X	
71	Nothing.											X	
72	Nothing. I would argue that most of those who feel dissatisfied with CGSC should try living in a civilian academic institution for a while. We have a much stronger bond at CGSC...we're only lacking a sports program to cheer for.											X	
73	NTR											X	
74	Over emphasis on ILE and awarding degrees. My understanding is that less than 15% of the students enroll in the degree program.												X
75	Persistent lack of the college leadership (COLs in the front hallway) appearing to listen very little to problems and recommendations from the faculty. Their level						X						

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	of turnover takes a toll on the faculty and the efficient running of the college.												
76	Probably the one thing that makes one think about our status as faculty is the frequent closing of parts of the faculty lots to service the needs of VIPs et al.	x											
77	Promotion opportunities.												x
78	Seeing poor leadership in positions of Team Leader and SGA's where members of the CGSC know about it and nothing is ever done to relieve these people of their position.												x
79	So far this has been a very fulfilling and positive experience. I feel blessed to be in DLRO and believe they have a superior 'new instructor' methodology than the other departments.											x	
80	student feedback after relating relevant lessons from my experience/teaching												x
81	Tasking are more important then instructing. Our focus should be on the students. Yet,										x		

Subject	What has made you feel not valued as a faculty member at CGSC?	Facilities	Excessive workload	Overemphasis on publishing	Lack of recognition of personal expertise	Superficial curriculum	Responding to the whims of the leadership	Lack of organizational planning/scheduling	Limited information flow	Weak/ineffective leadership and cronyism	Overemphasis on external taskings/deployment requirements	Nothing. I feel valued.	Other
	maintaining the same teaching team for the entire year as originally designed is the exception, not the norm.												
82	The administrations inability to schedule a class load that allows instructors to adequately prepare and student time to synthesize new information. Core course is too compressed time wise.					X		X					
83	The asbestos in my office that I've been breathing in for the last 3 years. Working office conditions are bad - new building will help. Having too many 'bosses and chains of command' is also rather annoying (team, division, DJMO, service, functional area are all different 'bosses' for me).	X											
84	The attitude of the hierarchy and administrative staff at Leavenworth elicits a condescension toward the off-site campuses (Although they try very hard to conceal it). I would exclude certain members of the DMH												X

Subject	What has made you feel not valued as a faculty member at CGSC?	Facilities	Excessive workload	Overemphasis on publishing	Lack of recognition of personal expertise	Superficial curriculum	Responding to the whims of the leadership	Lack of organizational planning/scheduling	Limited information flow	Weak/ineffective leadership and cronyism	Overemphasis on external taskings/deployment requirements	Nothing. I feel valued.	Other
	from this criticism.												
85	The capriciousness of taskings										X		
86	The constant changes to the schedule.							X					
87	The DC.....when he states things like 'the students have more experience than the many of the instructors.' This comment was made during discussions to the Feb class - when he welcomed them about 2 months after they started. This type comment does not add to my 'feeling' of value. It also shows that the DC does not understand the curriculum (which is primarily conducted at the Division and above level) or the students (most of whom have functioned at levels battalion and below).												X
88	The fact that I am expected to carry my trash down 4 flights of stairs to the loading dock from my office. The fact that the urinals on the 3rd floor back up on a regular basis and it takes several days before anyone comes to correct the problem.		X										

Subject	What has made you feel not valued as a faculty member at CGSC?	Facilities	Excessive workload	Overemphasis on publishing	Lack of recognition of personal expertise	Superficial curriculum	Responding to the whims of the leadership	Lack of organizational planning/scheduling	Limited information flow	Weak/ineffective leadership and cronyism	Overemphasis on external taskings/deployment requirements	Nothing. I feel valued.	Other
89	The folks on the first floor, who have never been in a CGSC classroom, telling me how and what to teach and making decisions based on ignorance of what a CGSC classroom is really like.												X
90	The lack of a sponsor.												X
91	The lack of dedication to duty some military folks have that are retiring (ROAD). Not all retiring folks but some.												X
92	The lack of knowledge on how the college works, and the fact that there is no effective orientation program for new faculty. The fact that my senior rater does not know me, has never seen me perform on the platform, yet he will directly impact on my career and my future in the Army.								X				
93	The Leavenworth 'B' and its ramifications.					X							
94	The temporary status I maintain as a title X. And the ambiguity in position title. Instructors at the [SATELLITE LOCATION]												X

Subject	What has made you feel not valued as a faculty member at CGSC?	Facilities	Excessive workload	Overemphasis on publishing	Lack of recognition of personal expertise	Superficial curriculum	Responding to the whims of the leadership	Lack of organizational planning/scheduling	Limited information flow	Weak/ineffective leadership and cronyism	Overemphasis on external taskings/deployment requirements	Nothing. I feel valued.	Other
	Satellite are all assigned as Asst. Professors merely because of the COLA in the area. Yet I have no idea what I have to do to achieve that position title. Is it arbitrary or does it mean something? Instructors at [SATELLITE LOCATION] are no more proven or accomplished as I am yet I don't have a clue how to move up and become an assistant professor.												
95	The the working conditions, mostly in the area of admin support are not the same for instructors that work at the Satellite Campuses and we often have to fend on our own to make things happen.												X
96	The way I was treated as a distraction when I inprocessed. It also did not help being put in an office with another new insturctor seperated from the rest of the directorate.												X
97	Those who resist collaboration.												X
98	Thr process.												X

Subject	What has made you feel not valued as a faculty member at CGSC?	Facilities	Excessive workload	Overemphasis on publishing	Lack of recognition of personal expertise	Superficial curriculum	Responding to the whims of the leadership	Lack of organizational planning/scheduling	Limited information flow	Weak/ineffective leadership and cronyism	Overemphasis on external taskings/deployment requirements	Nothing. I feel valued.	Other
99	Too little info								x				
100	Unfortunately we have too many who are not committed to education or adherence to the lesson ELOs/TLOs. Those who have expertise in an area tend to repeat and teach what they know.												x
101	Watching other instructors getting pulled to work on the college staff rather than staying in the classroom. Attending a CTAC OPD with LTG Petraeus and having the college administration sit in the front row and dominate the Q & A.										x		
102	We pay lip service to instructors being the primary line of operation but the truth is that the college staff would pass every tasking, every duty, down to the departments if they could get away with it.										x		
103	weak leadership									x			
104	When the leadership has a knee-jerk reaction to another last minute good idea and forces it						x						

Subject	What has made you feel not valued as a faculty member at CGSC?	Facilities	Excessive workload	Overemphasis on publishing	Lack of recognition of personal expertise	Superficial curriculum	Responding to the whims of the leadership	Lack of organizational planning/scheduling	Limited information flow	Weak/ineffective leadership and cronyism	Overemphasis on external taskings/deployment requirements	Nothing. I feel valued.	Other
	into the curriculum. Let's think thru curriculum before we implement it in haste.												
105	When the oldtime faculty continue to think of what happened years prior (under a different regime, different courseware, different faculty) and assume that nothing positive has happened since then, that devalues what I do.												X
106	Why is it policy for myself to self-nominate for recognition of publishing efforts? Why is it not the duty of the College organization to do this? Military and civilian must submit CV and IDPs so the publishing efforts they accomplish are captured and available for submission.												X
107	Working conditions. Even though still being established, G1/G3 will man the next course 100%, forcing us to 'make do.'												X

Table F.12 Question 48 – Ways Respondents Felt CGSC Could Improve New Faculty Orientation

Subject	How could the College better orient new faculty?	Better information/ guidance on policies/ responsibilities	Overview of college procedures, curriculum, and scheduling	Improved pre-arrival/ check-in process	Improved information sources/access; technical details	Faculty Handbook	Improved mentor/ sponsor program	Improved FDP1 or FDP2	N/A, not sure, other
1	See previous responses.								
4	More information regarding the college, calendar, curriculum and students.		x						
5	No comments.								x
7	have a director head or DC stop in for every class								
9	New Faculty Orientation program (above directorate specific training).								
10	1. Hire more administrative support staff. 2. Create real orientation on all issues from making a call to advising MMAS students. 3. ADP setup assistance (no by directorate as there are not enough personnel (nor expertise) to perform such a service. 4. Provide hard-copy reference publications. Each instructor should receive a set of Joint Publications, necessary FMs, school reference materiel, etc. When I went to student issue to get an instructor issue they advised there was no such thing--I had to figure out what I needed as the course progressed.	x	x						
11	N/A								x
12	Provide nuts and bolts on how the college operates. Provide training on the SMS (Student Management System). Provide a	x							

Subject		Better information/ guidance on policies/ responsibilities	Overview of college procedures, curriculum, and scheduling	Improved pre-arrival/ check-in process	Improved information sources/access; technical details	Faculty Handbook	Improved mentor/ sponsor program	Improved FDP1 or FDP2	N/A, not sure, other
	How could the College better orient new faculty?								
	cheat sheet on acronyms. Provide an opportunity for Senior Raters to meet with their officers, and maybe they could even tell them what they must do to receive an above center of mass rating.								
13	N/A								X
14	Clear guidance on all the paperwork and what one needs to get promoted.	X							
15	No recommendations.								X
16	See previous comments: Solid FDP2 sessions (aimed at the new people not the veterans)								
17	ensure they get Blackboard training ASAP				X				
18	FDP1 AND ILE ARE EXCELLENT BUT ONE NEEDS TO BE TAKE RIGHT AFTER THE OTHER PRIOR TO DEPARTMENTAL-SPECIFIC TRAINING. STILL DON'T KNOW WHERE FDP2 OR 3 FIT IN							X	
22	Take more time to prepare them before throwing on hte platform. More time for departmental FDP.							X	
24	I think everyone should know what goes into developing a lesson or course so they better understand why they are teaching in the manner htey are teaching and the subject they are teaching.		X						

Subject	How could the College better orient new faculty?	Better information/ guidance on policies/ responsibilities	Overview of college procedures, curriculum, and scheduling	Improved pre-arrival/ check-in process	Improved information sources/access; technical details	Faculty Handbook	Improved mentor/ sponsor program	Improved FDP1 or FDP2	N/A, not sure, other
27	n/a								x
30	My impression is that CGSC's primary focus on new faculty orientation is centered on the adult learning model at the expense of other 'environment' orientation topics such as the DC's intent and guidance (possibly even the CAC CDR's as well), student orientation, and CGSCholistic curriculum overview.	x	x						
31	Establish a CGSC-wide faculty orientation that goes beyond the material covered in FDP-1. Such an orientation should cover topics common to all faculty - regardless of school or department. Schools and departments could then supplement the CGSC program with an orientation focused directly on their organizations.	x							
32	Make sure they have a sponsor assigned. Be sure to hook up the the new instructor with an experienced instructor/trainer that he/she can shadow from day one.						x		
33	I think the orientation is adequate. What the college needs to ensure they do is successfully recruit the officers with a solid skill and experience background. They have to have a legitimate claim to some of the top quality officers out there, and not have this assignment viewed as a negative.								x

Subject		Better information/ guidance on policies/ responsibilities	Overview of college procedures, curriculum, and scheduling	Improved pre-arrival/ check-in process	Improved information sources/access; technical details	Faculty Handbook	Improved mentor/ sponsor program	Improved FDP1 or FDP2	N/A, not sure, other
34	Look closer at skills and placement.								x
35	The college does a great job. Keep up with the FDP program.								x
36	Put them on a teaching team with an experienced instructor. Maintain team integrity.						x		
37	In future, as we get more settled and as new faculty is assigned we will be able to do a pretty good job on faculty orientation right here at [SATELLITE LOCATION]. As for the college itself, it seemed to go out of its way to have us work as hard as we could for the FDP 1. They overdid it, particularly late on Friday afternoon after most of us had been up past 1 A.M. the previous night preparing our teaching presentations for Friday. Learning, even for faculty, should be an enjoyable experience and not one that crams as much into a day as possible. On one of the first days at FDP 1 they gave us 15 minutes for lunch. We can do better even if less is crammed into the one week course.							x	
38	1. Initial inbrief that covers: 'Life as an instructor' Professional Opportunities The ILE and AWOC instruction and purpose in detail Calendar Review keep FDP1 - Great program..	x	x	x					
40	Provide each new faculty member with an 'orientation IDP' that lists all tasks / activities from soup to nuts and a timeline for	x	x	x					

Subject	How could the College better orient new faculty?	Better information/ guidance on policies/ responsibilities	Overview of college procedures, curriculum, and scheduling	Improved pre-arrival/ check-in process	Improved information sources/access; technical details	Faculty Handbook	Improved mentor/ sponsor program	Improved FDP1 or FDP2	N/A, not sure, other
	completion (get input from all directorates so as to include their internal requirements).								
41	I think the FDP-2 program that CTAC has continually improved this year is on the right track for new faculty orientation.							x	
42	Have an orientation class given at the college level to all new instructors which plainly states the goals of the college (training or education) and the expectations of the college has for you as an instructor.	x							
44	no bring								x
45	Written outlines of responsibilities, ILE overview, and a description of professional development and assessment would help. So would having someone sit down and walk me through benefits and options.	x	x				x		
47	Streamline the faculty orientation process and provide good foundational handbooks that makes sense out of all the CGSCisms.					x			
50	Again adress the AY in total and show how it all integrates in a schedule.		x						
52	Not sure.								x
53	I think we sould continue with foundations instruction. Alos		x						

Subject		Better information/ guidance on policies/ responsibilities	Overview of college procedures, curriculum, and scheduling	Improved pre-arrival/ check-in process	Improved information sources/access; technical details	Faculty Handbook	Improved mentor/ sponsor program	Improved FDP1 or FDP2	N/A, not sure, other
	How could the College better orient new faculty?								
	enhance CR/CT skills as well as other educational techniques such as the Socratic methods and case study methods, etc.								
55	Have an official orientation program.	x		x					
56	Have the departments assign sponsors for inbound instructors.						x		
57	Recommend FDP1 incorporate the overall yearly battle rhythm for the school.							x	
58	CGSC Orientation Brief.	x		x					
60	FDP 1 is excellent but more information could be gained from an overall orientation. Feb start instructors are stuck with viewing video clips of training instead of receiving the real thing.	x		x					
61	Again, see earlier comments								
63	Is there a standard New Faculty Orientation course that everyone could take upon becoming a new faculty member that concentrates on processes and procedures, computer drives, and other 'system-level' information? This would be helpful.	x	x		x				
64	Better explanation of grading and curriculum development processes. Explain how the curriculum fits together. Perhaps, a good read of the recent self study would be a good start	x	x						
65	ILE Workshop in concert with FDP I, course material issue following FDP I							x	

Subject	How could the College better orient new faculty?	Better information/ guidance on policies/ responsibilities	Overview of college procedures, curriculum, and scheduling	Improved pre-arrival/ check-in process	Improved information sources/access; technical details	Faculty Handbook	Improved mentor/ sponsor program	Improved FDP1 or FDP2	N/A, not sure, other
66	Blackboard class				x				
67	I would recommend that the college develop an orientation program for all faculty members. This orientation would include a welcome by the DC for all new faculty, an overview of CGSC, ILE, FDP, educational opportunities that would assist in your professional development and any other applicable information.	x		x					
69	change FDP1 requirements for the faculty who has taught and have a 5K identifier							x	
70	ELIMINATE THE REQUIREMENT FOR FDP1 FOR INCOMING INSTRUCTORS/PROFESSORS WITH PROVEN UNIVERSITY/MILITARY TEACHING EXPERIENCE. FDP1 IS LAUGHABLE FOR SUCH INDIVIDUALS AND A WASTE OF THEIR TIME. Also, make sure that ALL the administrative hurdles are taken care of before the new faculty member goes through FDP (CAC card, AKO, e-mail account, DTS, etc.). We do not need to be bothered by these things that detract from our time and energy better spent on teaching....	x		x				x	
71	provide mission statement, purpose and college organizational chart and contact numbers	x							
73	Somewhere in the orientation should be a simple 'who's who'	x							

Subject		Better information/ guidance on policies/ responsibilities	Overview of college procedures, curriculum, and scheduling	Improved pre-arrival/ check-in process	Improved information sources/access; technical details	Faculty Handbook	Improved mentor/ sponsor program	Improved FDP1 or FDP2	N/A, not sure, other
	How could the College better orient new faculty?								
	brief within CGSC. Where is everyone located (major players and organizations)? Also would like a tour of the CGSC building so we know where all the supporting facilities are to help us out as instructors.								
74	n/a								X
75	Nothing significant to comment on.								X
76	Provide them a handbook similar to an SOP for starts.					X			
78	Provide an orientation of the college for spouses.			X					
80	Continue to send Faculty TDY for FDP1, however, consider sending Faculty TDY to train Satellite Campus Faculty in the future.							X	
83	N/C								X
84	More time to prepare before starting to teach. Instructor should have the opportunity to review every lesson to visualize how they are all connected prior to entering the classroom.								X
86	All new faculty, whether at the home base at Fort Leavenworth or at the Satellite Campuses must be brought together at Leavenworth and given a newcomers orientation etc.	X		X					
88	- Restructure FDP1, 2, and 3. Include orientation on how the college 'does business', and what an instructor can realistically	X						X	

Subject		Better information/ guidance on policies/ responsibilities	Overview of college procedures, curriculum, and scheduling	Improved pre-arrival/ check-in process	Improved information sources/access; technical details	Faculty Handbook	Improved mentor/ sponsor program	Improved FDP1 or FDP2	N/A, not sure, other
	How could the College better orient new faculty?								
	expect to do here.								
92	Have each Dept assign a mentor instructor to a new instructor.						x		
93	Let the departments do the orientations & eliminate orientation procedures/programs that provide little or no valued added.			x					
95	A bit more enlightenment as to how the school and CAC is sturctured so we can figure out 'who shoots who' and how we all fit into the organization.	x							
97	Set up a monthly, short (1 hour) inbrief conducted by a few selected individuals from the Chief-of-staff and Dean's office. Either of those gentlemen should either present or be there to answer questions.	x							
98	Develop a 'Faculty Handbook' and spend a half-a-day (minimum) going through it.					x			
99	online program								x
100	Provide some in-service overview on what the College does and is structured. A Deputy Commandant in-brief would also help.	x							
101	I am a fan of standardization when it is appropriate. If all directorates approached the orientation as DLRO does, I think we would have better informed faculty and a smoother program.			x					
103	Should be a 'brand new' faculty orientation and one for those			x					

Subject		Better information/ guidance on policies/ responsibilities	Overview of college procedures, curriculum, and scheduling	Improved pre-arrival/ check-in process	Improved information sources/access; technical details	Faculty Handbook	Improved mentor/ sponsor program	Improved FDP1 or FDP2	N/A, not sure, other
	How could the College better orient new faculty? who have been in the system before. See # 46.								
105	Do you think maybe the Director's secretary could schedule time on the Director's calendar so he could actually meet the new instructors assigned to his/her Directorate? Common courtesy would go a long way around here. In 5 Directors at CTAC never once did that happen, but I'm told in Marshall that I'm doing a great job, I'm valued, and recognized for my expertise. Those Directors didn't even know who I was until I had to take it upon myself to introduce myself to them. New instructors (to the Directorate) should definitely get a 5-10 minute grip and grin with the Director. They can't be that busy! If this is supposed to be about a people-centered organization where the faculty is the COG then how about taking the time to meet the people that you claim to be the COG for the College? Is that too much to ask? It would be nice to actually meet your boss before your CER is due in April of the following year.		X	X	X				
106	Other than those issues already mentioned, not sure what else you could do. As I said, my department works very hard to orient its people and bring them on board quickly.								X
111	Set up an orientation program. FDP1 doesn't accomplish this			X					

Subject		Better information/ guidance on policies/ responsibilities	Overview of college procedures, curriculum, and scheduling	Improved pre-arrival/ check-in process	Improved information sources/access; technical details	Faculty Handbook	Improved mentor/ sponsor program	Improved FDP1 or FDP2	N/A, not sure, other
	How could the College better orient new faculty? mission.								
114	Administratively, CPOC could do a better job explaining the civilian benefits than they currently did in 2004, when I joined civil service as a Title X			x					
117	The college needs to figure out who it is.....then give a big picture orientation to the new instructor.	x							
118	Have a plan to do so and execute it.			x					
119	Develop an orientation program that includes a faculty handbook for what the expectations are for 'new guys.' It could be an online program, a booklet, a series of presentations by other faculty members, or a checklist of things a new faculty member should do in order to become oriented to his or her new job.			x		x			
122	Include DOET in the trainup process.....for all the electronic stuff including blackboard and sharepoint as well as departmental drives. Departments need standard packet to provide new employees concerning procedures within the department as well as external procedures.			x	x				
123	A complete laydown of the curriculum Formalize the duties and responsibilities of an instructor Develop an 'instructor set' of manuals and books		x			x			

Subject		Better information/ guidance on policies/ responsibilities	Overview of college procedures, curriculum, and scheduling	Improved pre-arrival/ check-in process	Improved information sources/access; technical details	Faculty Handbook	Improved mentor/ sponsor program	Improved FDP1 or FDP2	N/A, not sure, other
	How could the College better orient new faculty?								
125	faculty handbook or operational description of the curriculum					x			
126	see Ques #42								
127	Have one! Have an orientation program for new faculty on a regular basis! Don't leave it up to the individual directorates, they need to have one also, but the overall big picture is lost at the directorate level.			x					
129	Departments should qualify their instructors to some level of expertese. There should be in-briefings for new faculty by the college, by each department, by SAMS, by CALL, etc. Faculty should know what SGA's do, what teaching teams can and can't do, etc.	x							
130	Develop and publish a New Faculty Handbook					x			
132	Refer to prior answers/previous page.								
133	ensure all new instructors are paired with a experienced dept mentor for several months						x		
134	Doing better now with DJMO orientation/sponsorship programs. FDP classes are good.								x
135	FDP 1 and my current Directorate do it about right.								x
137	Conduct faculty orientation; have the old ACE book back; include 'SGA' training for all instructors.	x		x		x			

Subject	How could the College better orient new faculty?	Better information/ guidance on policies/ responsibilities	Overview of college procedures, curriculum, and scheduling	Improved pre-arrival/ check-in process	Improved information sources/access; technical details	Faculty Handbook	Improved mentor/ sponsor program	Improved FDP1 or FDP2	N/A, not sure, other
138	Back seat before teaching.								
139	Have a plan. Have a faculty handbook.					x			
140	Put the basics on paper - a building map, hours the building is open. Include up to day wire diagrams of who does what.. and not just the diagram, words to describe the office/departments/directorates. Someone needs to explain the rules for promotion especially for the Title 10s, but don't presume the Title 5s understand it all, especially if pay bands actually come into existence.	x			x				
142	FDP-1 was excellent, as was FDP-3. CTAC runs a good FDP-2 program, and recently I participated in an excellent FDP-4 case teaching method program.								x
143	Provide a more practical and less indoctrinational FDP-1							x	
144	Provide opportunities to stay current. Provide opportunities to observe accomplished instructors.								x
146	Plan monthly 1 week orientation for new faculty explaining CGSC, CGSS, mission, automation, etc.			x					
148	Not sure where you are going with this question. I received my department orientation and attend FDP1, ILE Foundational Workshop, and the CAC orientation. What specifically is the								x

Subject		Better information/ guidance on policies/ responsibilities	Overview of college procedures, curriculum, and scheduling	Improved pre-arrival/ check-in process	Improved information sources/access; technical details	Faculty Handbook	Improved mentor/ sponsor program	Improved FDP1 or FDP2	N/A, not sure, other
	How could the College better orient new faculty?								
	'College Orientation'? I don't believe I attended a college orientation.								
150	A 'right seat ride'/'left seat ride' program with an experienced instructor.						x		
151	N/A								x
154	I am lucky to have a few months to survey the Core course and audit lessons taught by various colleagues within my department before assuming full time duties as a member of a teaching team with the FEB 07 class. As a result, I have significantly more confidence in my ability to provide outstanding instruction.								x
155	Quit giving lip service and actually have an orientation.			x					
157	By getting them out of the basement of Bell Hall, introducing them to key personnel in the College, orienting them to classroom technology, and other things mentioned above.	x		x					
160	Identify ways to earn promotion.								x
161	Course overview of CGSC and how each department fits in.....Directorate overview to see how it all fits together	x		x					
163	More 'best practices' information on methods to succeed. A better Title X information program.				x				
164	One week over view of key doctrine and NSS and NMS			x					

Subject		Better information/ guidance on policies/ responsibilities	Overview of college procedures, curriculum, and scheduling	Improved pre-arrival/ check-in process	Improved information sources/access; technical details	Faculty Handbook	Improved mentor/ sponsor program	Improved FDP1 or FDP2	N/A, not sure, other
	How could the College better orient new faculty?								
166	=-classes on SGA responsibilities, requirements, and duties with concurrent training on how to carry those out	x							
167	Provide an overview on how the CGSS/CGSC staff operates. Put faces to names.	x							
168	Formal presentation with Q&A on how the college runs, how it is organized, and where to find materials for being an effective CGSC instructor.	x	x						
169	The College/SAMS needs an orientation seminar specific to new hires and especially those from civilian backgrounds to bring them up to speed--both formal and informal sessions to answer important questions.			x					
170	Sustain back-seat opportunities						x		
172	relook the FDP 2 program it's broke							x	
175	Ensure all new faculty get backseat time with experienced faculty. Possibly assign mentor faculty.						x		
176	nothing really								x
181	n/a								x

Table F.13 Question 49 – Additional Comments by Respondents Regarding CGSC New Faculty Orientation

Subject	Please offer any additional comments you have regarding new faculty orientation at CGSC.	FDP1 is excellent	FDP1 is of little value	FDP1 neutral/undetermined	FDP2 is excellent	FDP2 is of little value	Fac. Orientation is good	Fac. Orientation is not good/needs revision	Other	N/A
4	None									x
6	FDP 1 is a terrific course. It is a great introduction to the ELM.	x								
7	overall, excellent						x			
10	I have not seen any indication of leadership guidance regarding the nature of the new CGSC student and how it should influence workload and desired endstate. Two major changes: high optempo and attendance by all officers should cause a review of how we conduct business. Will students be arriving at CGSC physically and emotionally exhausted from combat tours? Should we take this into consideration? With attendance of all officers, should we expect the same standards as when CGSC was a 'select' process? Should we consider CGSC as the new CAS3 and SAMS as the old CGSC? What is the strategy for the college with these new dynamics?							x		
11	My only comments relate to the CPO hiring and notification processes, as well as the CPO inprocessing procedures. As stated earlier, they are still not resolved and I've been on board for four months.								x	
12	I was very disappointed in orientation. If I did not ask a question on my own about how the college worked then I did not find out anything. The least affective orientation that I have been through in over 23 years of military service.							x		

Subject	Please offer any additional comments you have regarding new faculty orientation at CGSC.	FDP1 is excellent	FDP1 is of little value	FDP1 neutral/undetermined	FDP2 is excellent	FDP2 is of little value	Fac. Orientation is good	Fac. Orientation is not good/needs revision	Other	N/A
13	FDP1 is critical for a new faculty member.	x								
15	None.									x
17	none									x
27	n/a									x
35	No additional comments									x
37	Under the circumstances of trying to set up and get the course locations running, maybe faculty orientation suffered a bit. Once we do get set up like we want to be, it will get better.							x		
38	N/A									x
44	the program is doing well.						x			
45	The people have been great; the process, with so much not deliniated, is a source of dissonance.							x		
47	This survey would not let me answer the page three questions.								x	
49	All faculty attend FD.	x								
52	Nothing else to add.									x
57	Overall this institution does a very good job in orienting the new faculty. However, recommend we look at expanding our effort within the FDP2 arena. We are doing o.k. but this is where you can make money with all the faculty and give the course author his time to drive home his or her vision for the class flow and specific ways to drive home the respective TLO and or ELO. FDP2 should not be conducted three months before						x			

Subject	Please offer any additional comments you have regarding new faculty orientation at CGSC.	FDP1 is excellent	FDP1 is of little value	FDP1 neutral/undetermined	FDP2 is excellent	FDP2 is of little value	Fac. Orientation is good	Fac. Orientation is not good/needs revision	Other	N/A
	you teach the class. Timing is the key here and that is what we seem to lack once the horse leaves the stable. We are already looking at more effective ways to do this but it is truly something we need to focus on.									
58	New faculty need to be instructed in the use of all automation they have available in their classrooms with ideas on how to incorporate its capabilities into their lessons.							X		
63	The FDP organization is great. They are knowledgeable and do an outstanding job. Maybe an additional course like the one in question 45 could be added.						X			
64	Appreciate [NAME] participation and ideas in FDP-1			X						
66	FDP1 staff was very helpful, confidence building.	X								
67	My only recommendation would be to improve on the faculty orientation.							X		
69	conducting FDP1 and FDP2 back to back was too long at Leavenworth especially with having been an instructor prior, could have condensed the 3 weeks into 1 1/2 weeks with the leveraging of technology available								X	
70	FDP2 is generally useful. FDP1 might be for inexperienced personnel. A better way must be found for eliminating the administrative and bureaucratic snafus encountered by new civilian faculty which I have outlined above. Just because 'everyone else had to go through it' is an unacceptable excuse. Some of us are not doing this job for the money....			X						
78	Great program.						X			

Subject	Please offer any additional comments you have regarding new faculty orientation at CGSC.	FDP1 is excellent	FDP1 is of little value	FDP1 neutral/undetermined	FDP2 is excellent	FDP2 is of little value	Fac. Orientation is good	Fac. Orientation is not good/needs revision	Other	N/A
80	Credibility of FDP1 instructors is paramount. Very few of the FDP1 instructors to my knowledge have actually taught a CGSC class. They could better relate to us if they could share experiences and knowledge from actually teaching the curriculum we are about to teach.								X	
83	NA									X
88	I am unaware of any.								X	
93	None-- you 'gotta' love it.									X
99	we need a place to go to find consolidated information							X		
102	CGSC has gone a long way to improve faculty orientation. Keep up the great work!								X	
103	I attended a new faculty orientation in the Education Center. It was geared for brand new faculty members and had little to offer in the way of new information for someone who had been on post before.							X		
105	Is there one? Any thing would be better than nothing. How about actually issuing the Title X manual so people have something to refer to							X		
117	While I would personally drop the requirement for FDP1.....I know that that is not possible. I do think that FDP1 needs to be made relevant and worth the time invested.			X						
125	the week-long FDP1 ELM class is not faculty orientation. nor is ELM particularly useful in the CGSC environment								X	
126	none									X

Subject	Please offer any additional comments you have regarding new faculty orientation at CGSC.	FDP1 is excellent	FDP1 is of little value	FDP1 neutral/undetermined	FDP2 is excellent	FDP2 is of little value	Fac. Orientation is good	Fac. Orientation is not good/needs revision	Other	N/A
127	Having an orientation for new faculty is the first step. Things to cover range from organization, who to see about what, What does DAO do, what does DOET do? How does resident distribution work? Orientation on Blackboard/Sharepoint. Organization of USSD/IMSD, sponsorship programs, etc.							X		
132	N/C									X
133	no problem for myself when I bounced thru									X
134	It would be ideal to be able to 'backseat' a class with an experienced instructor before teaching it the first time. Schedule constraints do not always allow for this opportunity.								X	
137	orientation is completely lacking, we focus on the what to teach and FDP 1 covers the how; yet there is the admin needs that are NOT covered.							X		
138	It is changing in the right direction.						X			
140	I don't think this is really a 'sink or swim' organization. However, as a college, that is the impression that some faculty might get considering the lack of orientation.							X		