

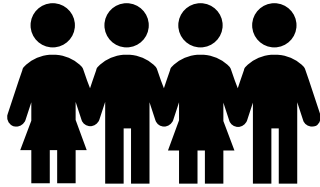
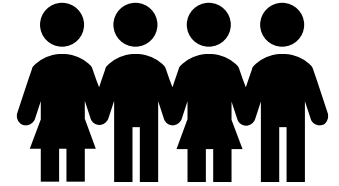


Welcome to New Faculty Orientation

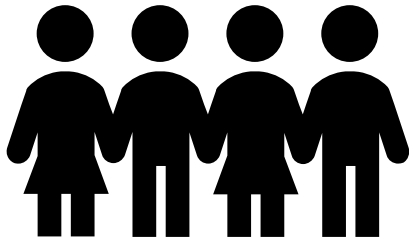
STUDENT FOCUSED • LAND GRANT • RESEARCH UNIVERSITY

Introduction to Your New Community

NDSU and the Fargo-Moorhead Area



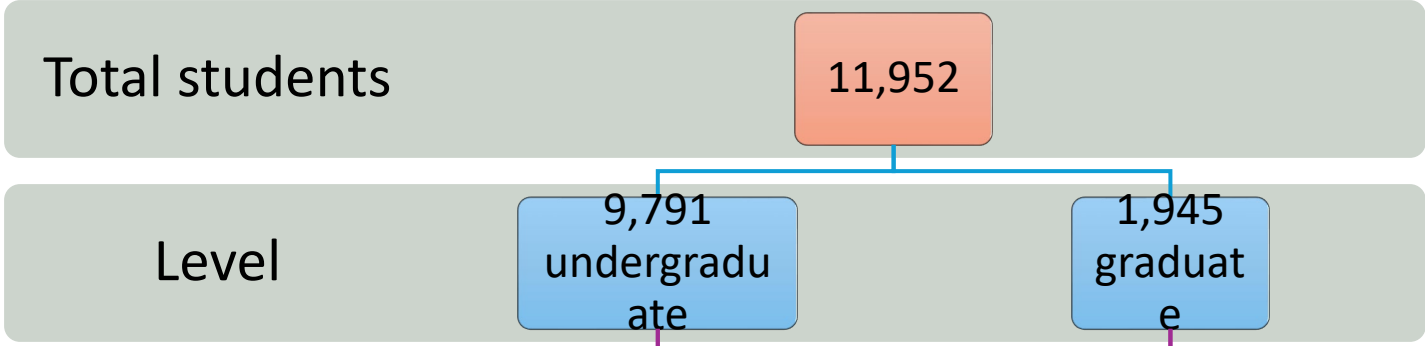
Who are our students?



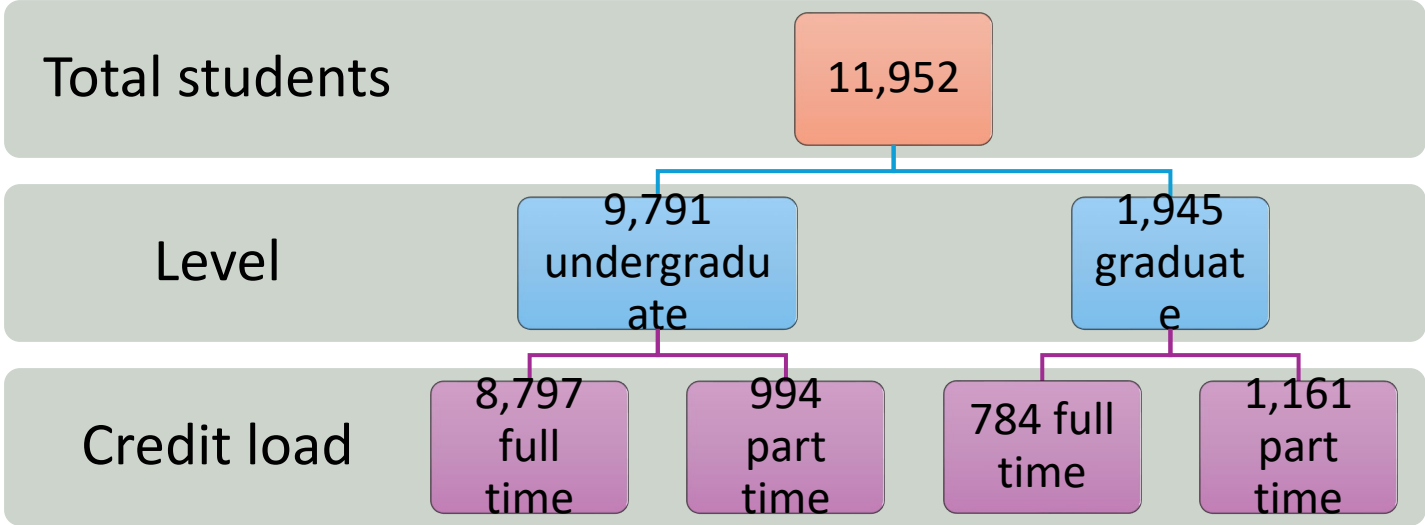


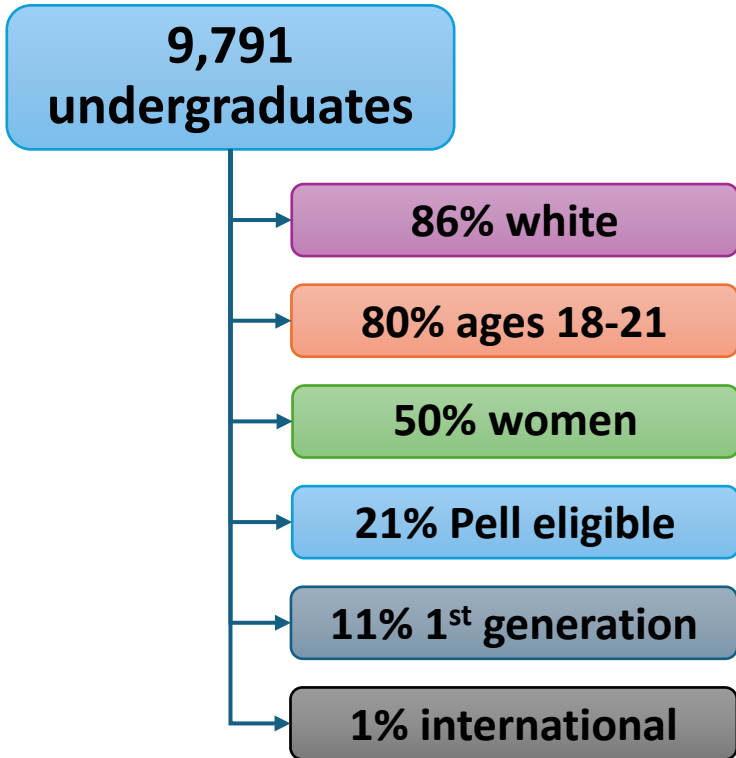
Total students

11,952



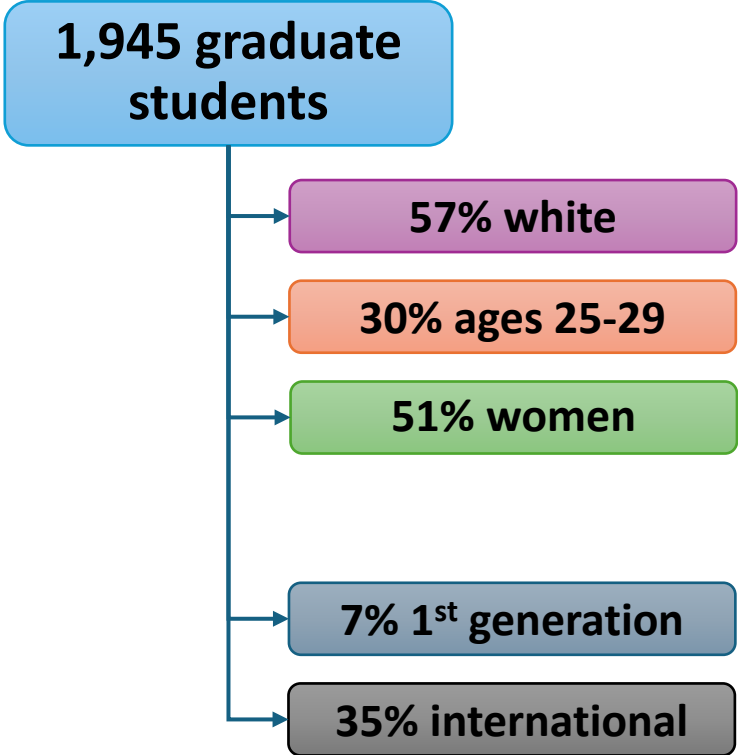
Data from NDSU OIRA Census Enrollment, for 2023-2024 academic year
Available from PowerBI





| Race/ethnicity | % of undergraduates |
|----------------|---------------------|
| White | 86 |
| Indigenous | <1% |
| Asian | 2 |
| Black | 3.4 |
| Hawaiian | <1% |
| Hispanic | 3.3 |
| 2 or more | 4.5 |

Data from NDSU OIRA Census Enrollment, for 2023-2024 academic year
Available from PowerBI



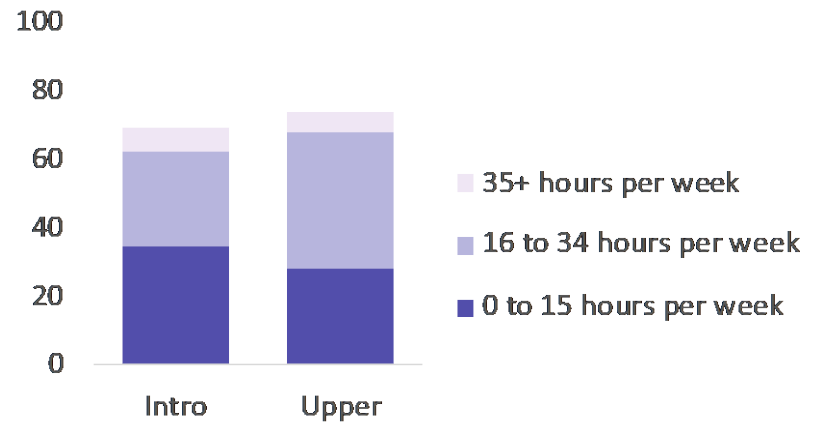
| Race/ethnicity | % of graduate students |
|----------------|------------------------|
| White | 57 |
| Indigenous | <1% |
| Asian | 26 |
| Black | 10 |
| Hawaiian | <1% |
| Hispanic | 3 |
| 2 or more | 3 |

Data from NDSU OIRA Census Enrollment, for 2023-2024 academic year
Available from PowerBI



A growing number of students are non-traditional

- Delayed enrollment
- Attend college part time
- Work full-time
- Financially independent
- Has dependents
- Single parent
- Does not have a high school diploma



Department of Biological Sciences, 2019 Snapshot



Why might this diversity matter to us as instructors?

- Think/pair/share
 - Individually, think about how the diversity manifest in our students might impact their learning experiences here at NDSU
 - Pair up with 1 or 2 colleagues
 - Share! Compile a list of ideas on the whiteboard



Why might this diversity matter to us as instructors?

- Brainstorm together: What are some tools you could use to learn more about who your students are and their learning needs?
- Share your ideas on the whiteboards
- We'll do a 'whip around' to hear out from every group

Reach out any time with questions or to chat!

Jenni Momsen

Professor, Biological Sciences

Director, Discipline-Based Education Research Program

Jennifer.Momsen@ndsu.edu

Stevens Hall, Room 223

I teach STEM 810 in the fall – you are welcome to sit in
and Biol 151 in the spring – you are welcome to observe

NDSU NORTH DAKOTA
STATE UNIVERSITY

STUDENT FOCUSED • LAND GRANT • RESEARCH UNIVERSITY

Welcome to NDSU

New Faculty Orientation

August 21, 2024

Office of the Provost

Faculty Affairs

Introduction to NDSU & the FM Community



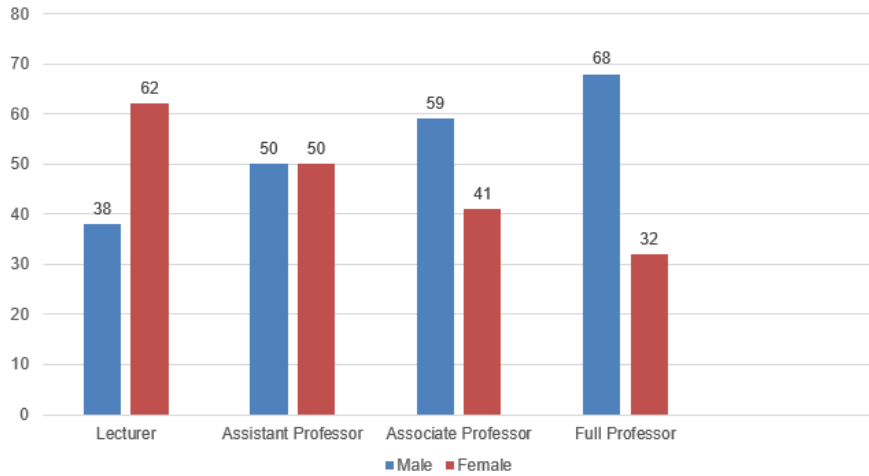
STUDENT FOCUSED • LAND GRANT • RESEARCH UNIVERSITY **NDSU**

What does NDSU look like?



STUDENT FOCUSED • LAND GRANT • RESEARCH UNIVERSITY **NDSU**

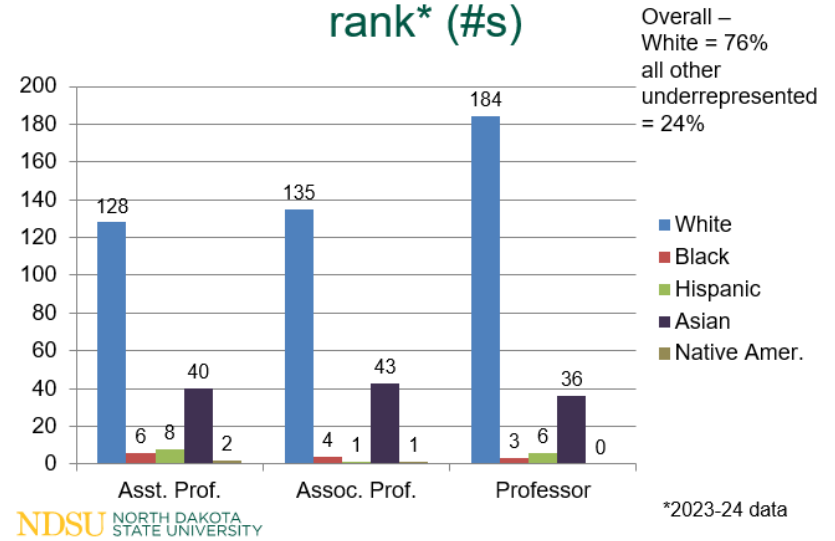
NDSU All Faculty by Gender/ rank by percentage



NDSU NORTH DAKOTA STATE UNIVERSITY

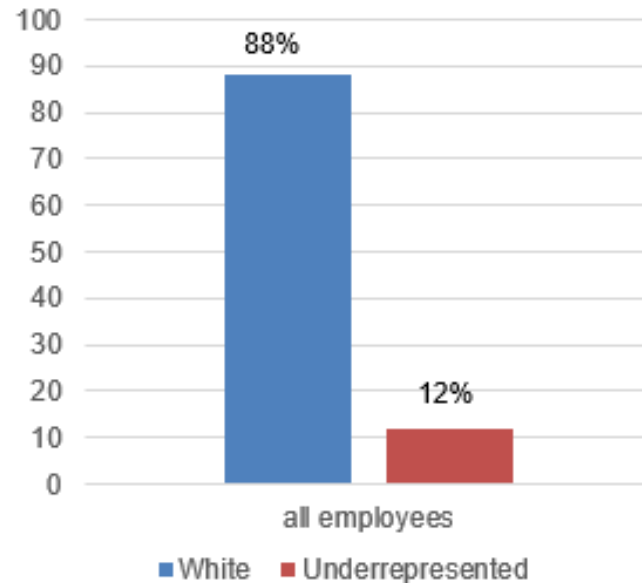
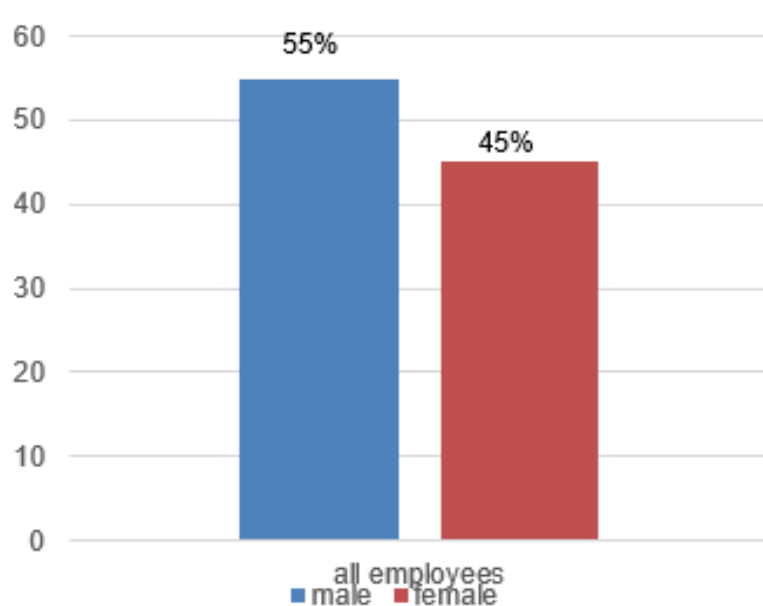
2023-2024 academic year

NDSU all faculty by race/ethnicity & rank* (#s)



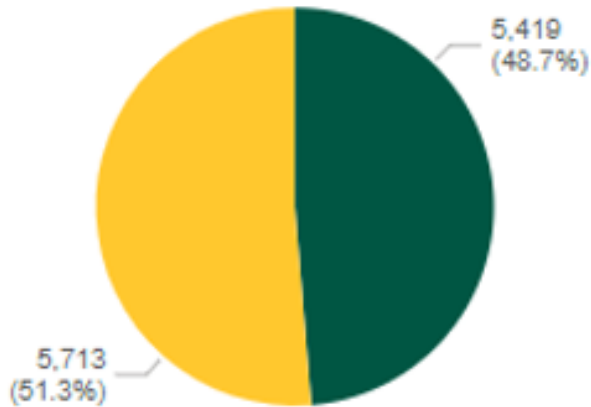
NDSU NORTH DAKOTA STATE UNIVERSITY

All NDSU Employees Demographics



Data as of 3/2024

Students at NDSU



● Male ● Female

| Gender Residency/ Race/Ethnicity | Male | | Female | | Total | |
|--|--------------|---------------|--------------|---------------|---------------|----------------|
| | Headcount | % | Headcount | % | Headcount | % |
| U.S. Citizen | 4,976 | 44.70% | 5,376 | 48.29% | 10,352 | 92.99% |
| White | 4,233 | 38.03% | 4,570 | 41.05% | 8,803 | 79.08% |
| American Indian | 26 | 0.23% | 34 | 0.31% | 60 | 0.54% |
| Asian | 88 | 0.79% | 123 | 1.10% | 211 | 1.90% |
| Black | 189 | 1.70% | 169 | 1.52% | 358 | 3.22% |
| Hawaiian | 2 | 0.02% | 3 | 0.03% | 5 | 0.04% |
| Hispanic | 167 | 1.50% | 168 | 1.51% | 335 | 3.01% |
| 2 or More | 203 | 1.82% | 239 | 2.15% | 442 | 3.97% |
| Not Specified | 68 | 0.61% | 70 | 0.63% | 138 | 1.24% |
| Non-Resident | 443 | 3.98% | 337 | 3.03% | 780 | 7.01% |
| Total | 5,419 | 48.68% | 5,713 | 51.32% | 11,132 | 100.00% |

What does FM area look like

Fargo-Moorhead area demographics

- 2022 – approximately 127,000 people
 - median age – 32
 - 80% white, 8.5% black, 4% Asian
- FM metro area – approximately 259,000
 - median age is 33, 51% are male

Area K-12 Schools

2022-2023 academic year

- Fargo Public Schools – 11,284 students enrolled
 - 66% Caucasian/ 15% African American/ 7% Hispanic/ 5% 2 or more/ 4% Asian/ 3% Native American
- West Fargo Public Schools – 12,693 students enrolled
- Moorhead Public schools – 7,244 students enrolled
- DGF Public schools – 1,563 students enrolled
- Private Schools in area - 2,883 students enrolled
- Home schooled – 1,004

- Total K-12 students in area = 36,671

What makes you feel welcome

What is something that
made you feel excluded

Get involved in FM area

- [Things to Do in Fargo, ND | Visit Fargo-Moorhead \(fargomoorhead.org\)](http://fargomoorhead.org) – great calendar of event (ex. Red river market)
- Ex. PTA/O's - [Home - Fargo Public Schools \(k12.nd.us\)](http://k12.nd.us)
- Sports - Music - Theatre – Concerts – Libraries - etc.
- Chamber - [Young Professionals Network - Fargo Moorhead West Fargo Chamber of Commerce, ND \(fmwfchamber.com\)](http://fmwfchamber.com)

Get more involved at NDSU

Trainings – required and optional

- Required: Title IX, Baseline Safety, FERPA, Search Committee
- Optional: Community of Respect, Safe Zone
- [Training | Human Resources for Employees | NDSU](#)

- Volunteer network - [Volunteer Network | Student Activities | NDSU](#)

Get more involved at NDSU

- Mentoring - [Faculty Mentoring | Faculty Affairs | NDSU](#)
- Affinity groups
 - Disability Equity Advocates, Allies and Accomplices
 - International Faculty
 - Pride Network
 - Women in Research
- - [Affinity Groups | Faculty Affairs |](#)

Contact Us:

Angela Fowler – Academic Personnel
Coordinator – ex. 7150

Julie Nash – Excellence Program
Manager – ex. 6653

Dr. Carrie Anne Platt – Vice Provost for
Faculty Affairs – ex. 7294



Welcome

WE'RE GLAD YOU'RE HERE!

STUDENT FOCUSED • LAND GRANT • RESEARCH UNIVERSITY **NDSU**

Building Your Herd

Stacy Duffield

Office of Teaching and Learning



New Faculty

Office of Teaching and Learning

**WELCOME
To NDSU!**



KEY RESOURCES

The Office of Teaching and Learning

New Faculty

Office of Teaching and Learning

SERVICES AND RESOURCES

[HTTPS://WWW.NDSU.EDU/OTL](https://www.ndsu.edu/otl)

Instructional Coaching

- Individual or group

Peer Teaching Partnership

- Track I Formal

- Track II Informal

Instructional Resources

- OTL website

- Webinars

Professional Development

- Speakers

- Book Studies

- Learning Communities

New Faculty

Office of Teaching and Learning



SERVICES OFFERED:

Instructional Coaching

Receive support to refresh or innovate your teaching practices.

[https://www.ndsu.edu/otl/
programs](https://www.ndsu.edu/otl/programs)

NDSU

OFFICE OF TEACHING AND LEARNING

WWW.NDSU.EDU/OTL



SERVICES OFFERED:

Peer Teaching Partnership

Track 1: Formal – Peer Teaching Review
Participants are matched with a senior faculty member trained in formal pedagogy review.

Track 2: Informal – Peer Teaching Partnership
Participants are partnered with other teaching faculty members and instructional staff at NDSU to evaluate each other's teaching.

<https://www.ndsu.edu/otl/programs>
Apply by September 1st for fall.

SERVICES OFFERED:

NDSU

OFFICE OF TEACHING AND LEARNING

Instructional Resources

OTL Website

https://www.ndsu.edu/otl/faculty_resources/

OTL YouTube Channel

<https://www.youtube.com/@NDSUOTL>

WWW.NDSU.EDU/OTL



SERVICES OFFERED:

Professional Development

Overarching Theme: High Leverage Practices

- AI in Higher Education
- Restorative Practices
- Pedagogy of Kindness

Speakers—Book Studies—Panels

<https://www.ndsu.edu/otl/events/>

NDSU

OFFICE OF TEACHING AND LEARNING

WWW.NDSU.EDU/OTL



New Faculty

Office of Teaching and Learning

2 QUICK TAKE- AWAYS FOR PROMOTING ENGAGEMENT

#1 Communicating Clearly: Starting the Semester

- Get to know your learners
 - Interest Survey in Qualtrics
 - Name Cards
- Help learners get to know you
- Ensure learners know how to navigate your class and access materials
 - How Blackboard is organized
 - How to contact you
 - When and how feedback will be delivered and grades posted
 - How to get help and from whom
- Keep notes on what went well and what didn't
- Remember OTL is here to help

Sample Items to Get to Know your Learners

1. What kinds of things do you like to do?
2. Do you consider yourself to be a good writer?
3. Do you generally feel confident reading college-level texts?
4. Is there anything I should know about you as a learner?
5. I enjoy _____(content area).

Not at all A little Some A lot A whole lot

6. I am good at taking tests.

Not at all A little Some A lot A whole lot

7. I like writing.

Not at all A little Some A lot A whole lot

8. It is hard for me to understand what I read in my college classes.

Not at all A little Some A lot A whole lot.

9. I am a good reader.

Not at all A little Some A lot A whole lot.

10. What can I do to make learning easier for you in this class?

Name Cards



- Fold like a name tent
- Can hang off front of desk/table
- Identify 3 things to share (What would you be doing if it was your day off? What's your favorite food? How many siblings do you have?)
- Set a norm to use them every class period so you and others know everyone's names

Variations: Flip, Discussion Board, Padlet

#2 Communicating Clearly: Guidelines

As you develop classroom guidelines, keep in mind the potential positive and negative impacts and align with your learning objectives.

Avoid

- Listing rules without providing meaningful explanations
- Making a faulty assumption that learners know the expectations
- Creating a syllabus that is overly focused on what not to do
- Providing a long list of dos and don'ts about classroom behavior
- Adding new “don'ts” to prevent any possible problems
- Keeping learners from learning opportunities

**THANK YOU AND
HAVE A GREAT START
TO THE SEMESTER!**

New Faculty

Office of Teaching and Learning

Heidi Grunwald

Research & Faculty Development
Research & Creative Activity

Lisa Montplaisir

Faculty Senate

How can I help connect you with campus and the community?

- I truly enjoy all aspects of my job in teaching, research, and service. Ask anything anytime!
- My research is in pedagogy and assessment.
- I consider myself a servant leader through service to campus and community.
- Quick overview in next slides 😊

Lisa Montplaisir, PhD

- Professor in Biological Sciences
- Joint appointment in Teacher Education
- DBER Scholar
- State Board of Higher Education Faculty Rep
- Faculty Senate President
- Chair, University Assessment
- Faculty Lead, Accreditation Team



Lisa Montplaisir, Family, Swim Coach and Official



My Motto is borrowed.....
"Seize the Day"

Kristine Paranica

Ombuds

Welcome to NDSU!

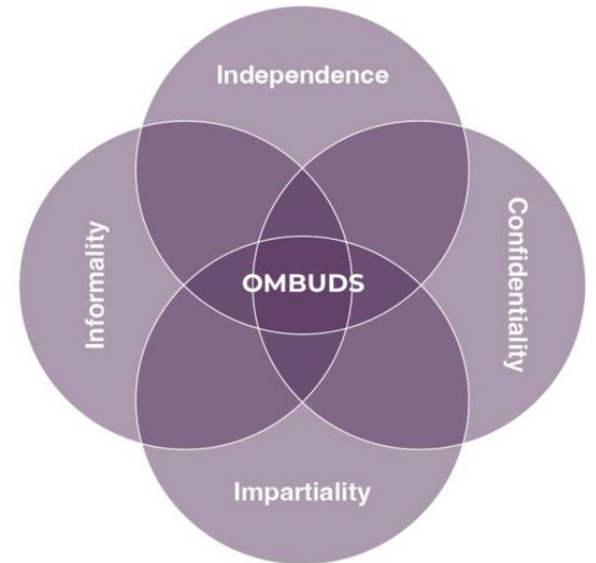
Why Does NDSU Have An Ombuds Office?

To Serve **Visitors**

- Provide a safe, timely, fair, credible, and accessible resource for constituents experiencing conflict, confusion, or distress
- Address issues that do not otherwise “fit”
- Help visitors identify issues, goals, and potential options
- Enhance and repair relationships

To Serve The **Organization**

- Promote organizational health
- Identify problem areas
- Identify opportunities for improvement or help good practices spread
- CMS triage/coordinator
- Helping trust form, grow, and be sustained



Julie Nash

Faculty Affairs

Building Your Herd Through Mentoring

Without mentoring, faculty can experience:

- Feelings of isolation and low morale
- Difficulty navigating institutional processes
- Slowdowns in research productivity
- (Eventually) burnout



Why Should You Engage in Mentoring?

Formal and informal mentoring can provide:

- Feedback
- Sponsorship and access to opportunities
- Accountability
- Professional development for career success
- Emotional support
- A sense of intellectual community
- Role models

Faculty Advancement Mentoring Network (FAMN)

What are the benefits of joining?

- Be a part of a small group of early career faculty that meet regularly with senior faculty mentors
- Get to know faculty across the university
- Make connections that can lead to professional collaborations
- Troubleshoot professional challenges
- Meet with larger cohort of mentees a couple times a year

Building Your Herd Through Access to Resources

- <https://www.ndsu.edu/facultyaffairs/>
- <https://www.ndsu.edu/pubweb/facultyresources/>
- NCFDD





- **Weekly Monthly Motivator**
- **Monthly Core Curriculum Webinars**
- **Monthly Guest Expert Webinars**
- **Access to Multi-Week Courses**
- **Access to Dissertation Success Curriculum** for graduate students
- **Private Discussion Forum** for peer-mentoring, problem-solving, & moderated writing challenges
- **Monthly accountability buddy matches**
- **Access to 14-Day Writing Challenges**
- **Access to the Member Library** that includes past webinar materials, referrals, and readings

Suggestions for a Positive Transition to NDSU

- Get to know people in your department - don't be afraid to ask your departmental colleagues to coffee or lunch (be proactive)
- Seek out opportunities to meet and forge friendships with faculty/staff outside your department
- Stay connected with the new people you've met (even when you get busy) – build that mentoring network!
- Keep a list of questions and ask those questions (like we always tell our students, there are no dumb ones).
- Avoid thinking you're the only one or that you're alone – there are lots of resources and people willing to help. We want you to succeed!



Adult Recess!

Case Studies for New Faculty

Table Directions

- Each table will take the lead on one case study.
- You will have 10 minutes to discuss at your table.
- Make sure everyone in your group gets a chance to engage in conversation.
- Read other cases as time allows, and please participate in the conversation.

Case 1

Student Success

Jessie Bauer

Assistant Director, Career and Advising Center

Molly McKinnon

Director, Center for Accessibility and Disability Resources

Dr. Sarah Adams, an assistant professor of Biological Sciences, is noticing a troubling trend with one of her students, Alex Johnson. Alex began the semester with strong performance, regularly submitting assignments on time, and scoring high on quizzes. However, over the past month, his performance has declined sharply. His quiz scores have dropped, he has missed several assignment deadlines, and he has stopped attending class altogether. After reaching out via email several times, he tells Dr. Adams that he has been experiencing increased anxiety this semester and fallen behind in many of his classes. He promises to do better in the course, submits a few of the missing assignments, but continues to miss class.

1. What should Dr. Adams do?
2. Who are others you could reach out to for advice?
3. Are there policies that may apply?

Case 2

Inclusion and Belonging

Stacy Duffield

Director, Office of Teaching and Learning

Dilvin Habib

Senior Director for Access and Opportunity

A student in Dr. Kim's class has asked that folks use a chosen name of River and they/their pronouns. In class discussion a few students have consistently used gendered pronouns in referring to River despite being politely reminded not to, and Dr. Kim has noticed that River is often left alone until the very end when students form their own discussion groups. Today another student commented that River's perspective on a social issue wasn't a "valid perspective" because their gender status wasn't "real." Dr. Kim recognizes these are hurtful statements and sees the discomfort and pain they cause in class but isn't sure how to address this or what to say.

1. What is a faculty member's obligation with respect to inclusion (DEI)? How can faculty model inclusive behavior?
2. What policies or rights might apply to this situation?
3. What resources may be available on campus to support LGBTQ students, staff and faculty?

Case 3

Student Privacy & FERPA

RaNelle Ingalls

Interim Co-Registrar, Registration and Records

Dr. Venkman receives a call from the parents of one of his students. Their son, Kevin, a 21-year-old second-year student, is on academic probation and they are calling to inquire how he is doing. They are worried and ask pointed questions about his academic struggles and test scores. They disclose details from a disciplinary hearing. Dr. Venkman is unsure of what to say and handles the call awkwardly, feeling uncertain and promising to call back.

1. What is Dr. Venkman permitted to share with the parents? What rights do the parents have to information?
2. Dr. Venkman did not feel prepared to respond confidently to the request from the parents. What resources (either on campus or online) may help him navigate future situations such as this one?
3. What resources might be available on campus to support Kevin?
4. The situation involving Kevin motivated Dr. Venkman to reassess and evaluate his methods of both teaching and learning to be certain that he is using the best approach to support student learning. What resources on campus can help Dr. Venkman evaluate himself and learn new teaching/learning strategies?

Case 4

Sexual Assault Disclosure

Heather Higgins-Dochtermann

Director, Equal Opportunity and Title IX Compliance

Nancy Boyle

Equal Opportunity Specialist, Equal Opportunity and Title IX
Compliance

Robin, a grad student in Dr. Sing's lab, has asked to speak privately. In this conversation, Robin discloses that over the weekend they were assaulted by another student they had begun to date. Robin is hurt and embarrassed and does not want anyone to know. They ask Dr. Sing not to tell anyone else about this. They have only disclosed this to Dr. Sing because they need help to secure an academic accommodation to move into another timeslot for a course both students are in to avoid seeing this student in class again.

1. What actions should the faculty member take in response to this situation?
What actions are a faculty member legally obligated to take?
2. What resources are available to help the student?
3. What resources are available to help the faculty member navigate this situation?

Group Photo and Lunch

Conference Wrap Up

Take a few moments to write down your thoughts about...

- What did you find most helpful and why?
- What questions do you still have?

Conversation at Table

Discuss your feedback at your table, and come up with two to three suggestions for what you are hoping to learn or get from faculty programming during the academic year.