



FACULTY ORIENTATION PROCEDURE

PERSONNEL | 300.321C

Last Reviewed

8/23/2023

Executive Staff Approval

10/23/2023

1. Procedure Statement

Orientation lays a foundation for the instructor's new career, and gives important first impressions of the College. It introduces new faculty to programs, policies, information, and colleagues that will support their success.

2. Procedure – Pre-Start Date Faculty Orientation

- 2.1 Faculty complete the general employee orientation, found in MTECH's Employee Orientation Procedure 300.321B, in addition to the faculty orientation procedure listed below.
- 2.2 Faculty Orientation – The first four items below should be ordered by the supervisor prior to the employee start date so that they are ready for the employee's first day at the college. On faculty orientation day, the supervisor should assign these items and explain any procedures associated with them. They should then make introductions and complete the remaining items.
 - 2.2.1 Assign Computer
 - 2.2.2 Assign Office/Cubicle/Desk and any needed office supplies
 - 2.2.3 Assign Keys to Office/Classroom/Storage areas
 - 2.2.4 Assign Prox card
 - 2.2.5 Introduce to Faculty
 - 2.2.6 Introduce to Office of Teaching & Learning Staff
 - 2.2.7 Make Bio Sheet
 - 2.2.8 MTECH Acronyms
- 2.3 Bridge, NorthStar, and Canvas Training

- 2.3.1 MTECH provides an online orientation for faculty on Bridge, the College's Learning Management System. Faculty members will access continuing education and professional development hours through Bridge.
- 2.3.2 Instructors are provided training on MTECH's Student Information System (SIS), Northstar, during orientation. This includes access and navigation, basic use, and specific instructor training.
- 2.3.3 Faculty are given training in the use of Canvas, the college's Learning Management System (LMS). This training covers basic navigation, specific instructor functions, testing security, effective grading and feedback, using rubrics, etc.
- 2.3.4 Instructors who teach hybrid courses must complete additional training as assigned through Bridge.

3. Procedure for post-start date faculty orientation (Lessons 1-29)

3.1 General Information

3.1.1 Student Information System (NorthStar)

- 3.1.1.1 Importance of accurate student information
- 3.1.1.2 Student attendance and progress requirements
- 3.1.1.3 Taking roll
- 3.1.1.4 Marking progress; course sign-offs
- 3.1.1.5 Reports
- 3.1.1.6 Notes in NorthStar- Regular vs. Sensitive
- 3.1.1.7 High school vs. adult students;
- 3.1.1.8 High school grade reports
- 3.1.1.9 Sponsored students
- 3.1.1.10 Completer reports for graduation

3.1.2 MTECH Calendar- Printed and on website

3.1.3 Student Guide

3.1.4 Faculty Handbook

3.1.5 Policies and Procedures:

- 3.1.5.1 Employee Support
- 3.1.5.2 Academic Support
- 3.1.5.3 Student Support

3.2 Introduction to Teaching

- 3.2.1 About MTECH: Mission, history, campuses, programs, etc.
- 3.2.2 College Organization
- 3.2.3 The Syllabus

- 3.2.4 Instructional Basis: theory vs. hand-on, engaging lessons, grading, etc.
- 3.2.5 The Lesson Plan
- 3.2.6 Writing Tests and Quizzes
- 3.2.7 Creating Rubrics
- 3.2.8 Classroom Management
- 3.2.9 Using Canvas
- 3.2.10 Copyright law; teaching materials

- 3.3 Student Support
 - 3.3.1 Family Educational Rights and Privacy Act (FERPA)
 - 3.3.2 Title IX
 - 3.3.3 Americans with Disabilities Act (ADA)
 - 3.3.4 Diversity, Non-Discrimination
 - 3.3.5 Advising Students – Counselors
 - 3.3.6 Student Concerns & Complaints
 - 3.3.7 Purchasing supplies and equipment

- 3.4 Program Support
 - 3.4.1 Accreditation Basics
 - 3.4.2 Employer Advisories
 - 3.4.3 Training Outcomes – Completion, Placement & Licensure (CPL)
 - 3.4.4 Employer Surveys for placed students
 - 3.4.5 Industry Contact Tracking
 - 3.4.6 Program Evaluations by students
 - 3.4.7 Academic Integrity – Cheating policies
 - 3.4.8 Handling student or parent complaints
 - 3.4.9 The Testing Center
 - 3.4.10 Faculty Concerns & Complaints
 - 3.4.11 Program Updates

- 3.5 Faculty Support
 - 3.5.1 Professionalism
 - 3.5.2 Teaching methods
 - 3.5.2.1 Interactive lecture
 - 3.5.2.2 Project-based learning
 - 3.5.2.3 Role playing; simulation
 - 3.5.2.4 Student-peer feedback
 - 3.5.3 Creating a positive course climate
 - 3.5.3.1 Setting expectations
 - 3.5.3.2 Authority vs. approachability

- 3.5.3.3 Inclusive classroom
- 3.5.3.4 Room configurations
- 3.5.3.5 Icebreaker activities
- 3.5.3.6 Online professionalism

- 3.5.4 Course Design
 - 3.5.4.1 Backwards Design
 - 3.5.4.2 Course outcomes
 - 3.5.4.3 Activities
 - 3.5.4.4 Formative assessments; Summative Assessments

- 3.5.5 Faculty Best Practices
- 3.5.6 Faculty Performance Evaluations
- 3.5.7 Professional Development
- 3.5.8 Budgets and Purchasing
- 3.5.9 Industry connections; Industry Contact Sheets

4. Revision History

Last Reviewed	Executive Staff Approval
10/18/2016	11/7/2016
8/10/2017 no changes	