What New Faculty Need to Know

• Performance Expectations
  o Requirements for Institutional Success
  o What types of activities and accomplishments are most consistent with the faculty reward system
  o Criteria for contract renewal
  o Criteria for tenure
  o Criteria for merit pay
  o Criteria for promotion

• Institutional Culture
  o Is the culture marked by collaboration or competition
  o What is the state of faculty morale
  o Are faculty valued and nurtured
  o Faculty governance
  o Role of the administration
  o Are procedures and expectations clear and understood or ambiguous and widely misunderstood
  o How to accomplish routine tasks (e.g. ordering books for courses, getting materials printed or available online, library reserve)

• Institutional Politics
  o How do decisions get made
  o Who to go to if you have questions or problems
  o How is change accomplished or hindered (change agents or obstructionists)

• Faculty Evaluation
  o How is performance assessed
  o Is peer review the norm
  o How is performance evaluation used (for professional development)
  o Are the purposes for faculty evaluation transparent
  o Is performance evaluation fair and equitable
  o What documentation should faculty be supplying

• Time Management
  o Are there techniques or guidelines that are particularly useful
  o Are priorities obvious

• Institutional and Professional Service
  o What service is most appropriate for new faculty
  o When, to whom, and how to say “no”
  o How to align service with professional and personal interests
• Teaching and Curriculum Development
  o Guidelines for syllabus construction
  o Institutional initiatives (e.g. early warning, attendance)
  o Do faculty peers and/or administrators review teaching in a meaningful way
  o How important are student evaluations
  o When to expect declines in student satisfaction and how to use the evaluations in such situations
  o Infusing technology into instruction
  o What is available to help develop teaching skill
  o Classroom management issues
  o Guidelines and resources for course development and structure
  o Guidelines for developing learning goals and assessment
  o Participation in program reviews and discussions

• Research and Scholarship
  o What forms and expressions of faculty scholarship are most valued
  o How to develop a research agenda
  o How and where to publish
  o Quantity and Quality
  o Advantages of collaboration
  o Sole authorship

• Grantsmanship
  o How is grant seeking supported institutionally
  o Characteristics of successful proposals
  o How important is demonstrating effort to secure external grants
  o How to collaborate with faculty from other divisions on grants