What New Faculty Need to Know

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

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

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

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

- **Time Management**
    - Are there techniques or guidelines that are particularly useful
    - Are priorities obvious

- **Institutional and Professional Service**
    - What service is most appropriate for new faculty
    - When, to whom, and how to say "no"
    - How to align service with professional and personal interests

- **Teaching and Curriculum Development**
  - Guidelines for syllabus construction
  - Institutional initiatives (e.g. early warning, attendance)
  - Do faculty peers and/or administrators review teaching in a meaningful way
  - How important are student evaluations
  - When to expect declines in student satisfaction and how to use the evaluations in such situations
  - Infusing technology into instruction
  - What is available to help develop teaching skill
  - Classroom management issues
  - Guidelines and resources for course development and structure
  - Guidelines for developing learning goals and assessment
  - Participation in program reviews and discussions

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

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

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