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 online, 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
  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

Some topics from Christopher J. Lucas and John W. Murry, Jr.,