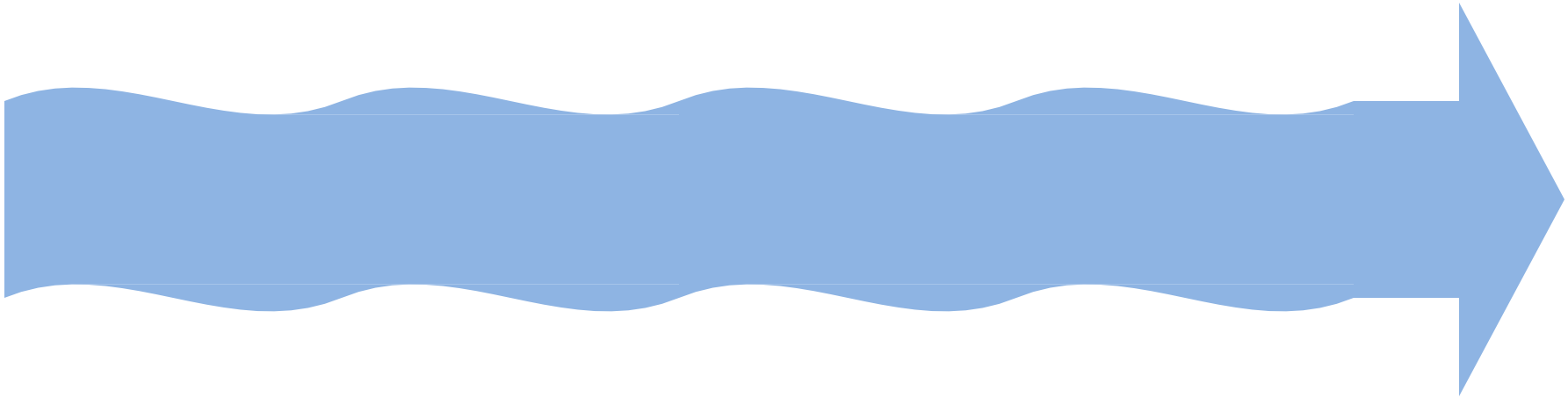


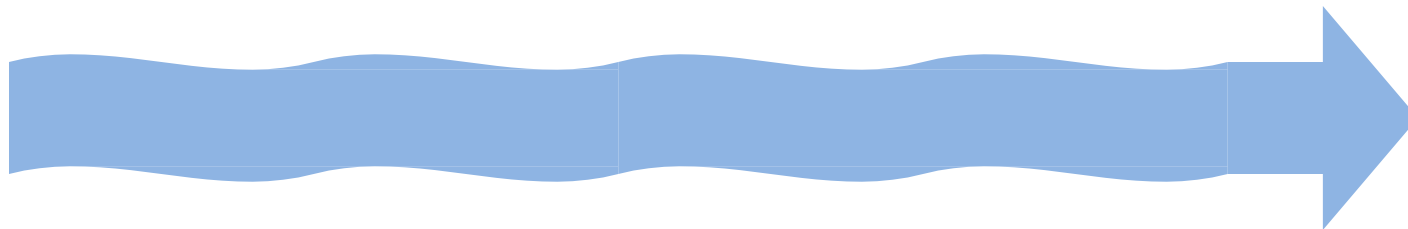
Welcome, New Faculty!





Characteristics of Successful New Faculty

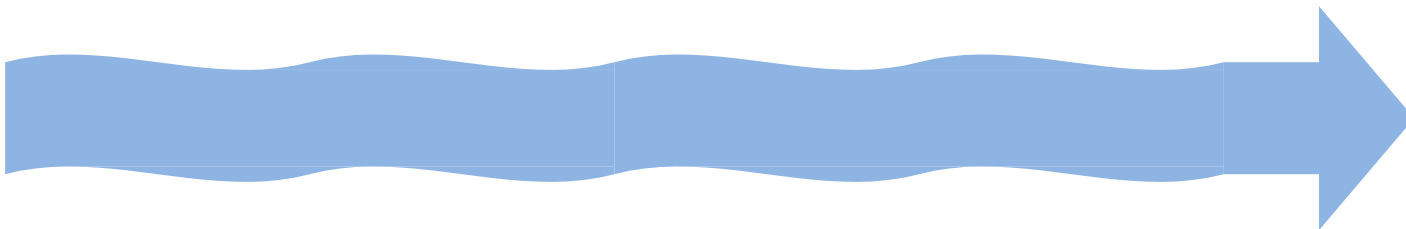
WHAT IS A “SUCCESSFUL” NEW FACULTY MEMBER?



The Study

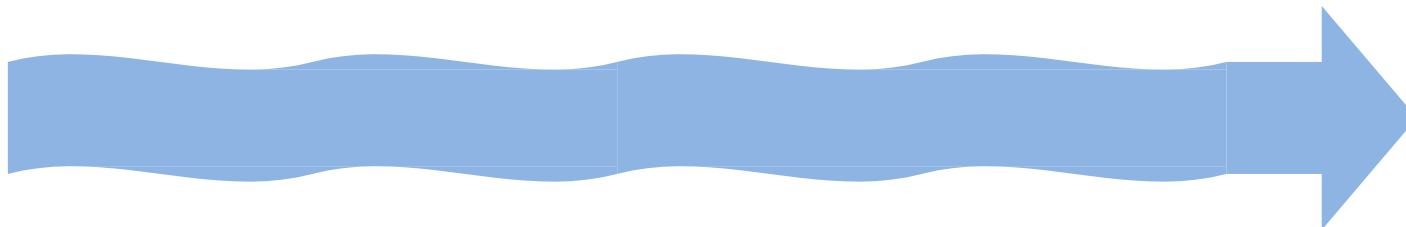
Robert Boice (1990, 2000) examined new faculty in different institutional settings finding approximately 5-9% of new faculty were “Quick Starters” or those who scored in the top quartile in:

- Classroom observers’ ratings of teaching, rapport with students, student involvement
- Students’ ratings of teaching
- New faculty’s self-ratings of enjoyment and comfort as teachers

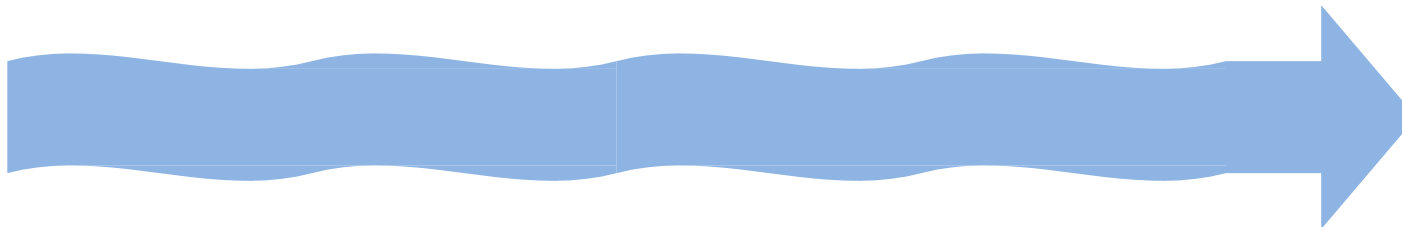


Quick Starters' 8 Characteristics

1. They lectured in a facts-and-principles style but in a comfortable fashion that supported student involvement
2. They verbalized uncritical, accepting, and optimistic attitudes about the students on their campus
3. They displayed low levels of complaining and cynicism about their campuses and colleagues
4. They showed a marked disposition to seek advice about teaching from colleagues, from reading and observing, and from faculty development programs
 - Spent ~4 hrs/week with colleagues discussing the faculty role

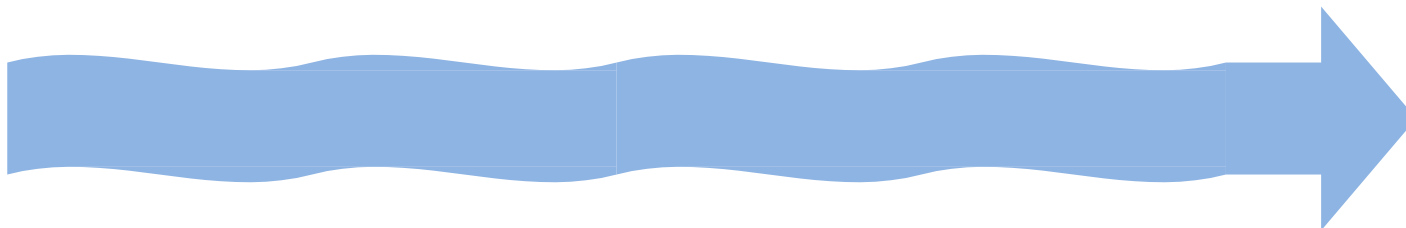


5. They evidenced quick transitions away from spending the bulk of work weeks on teaching preparation—no more than 1.5 hrs of prep per classroom hour by third semester
6. They produced a documented balance of time expenditures among academic activities:
 - 3 hrs/wk spent on scholarly writing by second semester; output at levels consistent with tenure standard (1.5 published manuscripts/yr)
7. They integrated research and scholarly interests into undergraduate classes, resulting in enthusiasm for teaching and recruitment of student research assistants
8. They displayed high energy, broad interests (e.g., outside work activities), and a sense of humor



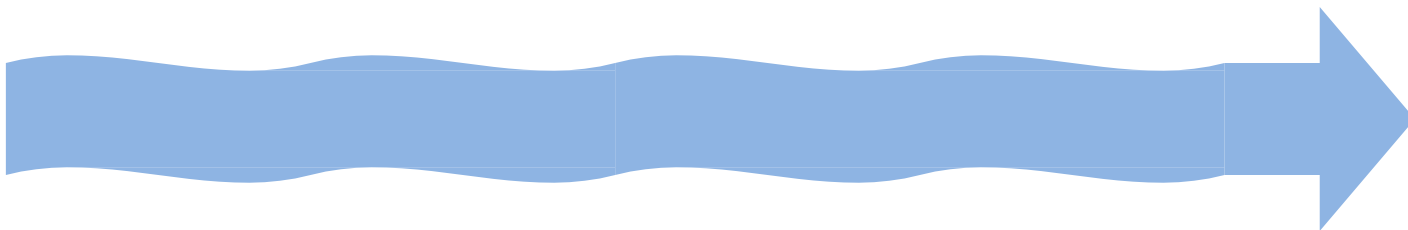
Are you the 5-9%?

- Even if you're not, it doesn't matter
 - Boice (1991) later found that testing these time allotments in a “balance program” with other faculty helped them to become more productive in teaching and scholarship
 - Decrease classroom preparation time to a maximum of 2 hours/classroom hour
 - Increase professional networking aimed at supporting teaching and scholarship
 - Increase time spent on scholarly writing to 30-60 minutes per day, regardless of readiness to write
 - Integrate scholarly interests into lectures



Tips from Faculty Panelists 2013

- What helped you be “successful” in your first year?
- What do you wish you had known before beginning?



Tips from Faculty Panelists 2013

- Utilize peer support – “You’re not alone.”
 - To collaborate (interdisciplinarity is a big thing here)
 - To socialize
 - To provide resources
 - To network
- Budget 2x the amount of time to use systems like Blackboard, MaineStreet
- Get a hobby!

Tips from Faculty Panelists 2013

- Advocate for yourself early on for resources
 - You are at the most powerful point right now
- The weather isn't as bad as they say!
- You can make change happen easily here
- People will care and want to help – sometimes it may feel overly intrusive but it comes from a good place
- Students from the Northeast are different – less cynical, more earnest – enjoy them

Tips from Faculty Panelists 2013

- This is NOT a sink/swim place – they want you to succeed and are glad you are here
- You want to do a great job teaching but don't overcommit your time there – “You don't need to know everything, just more than the students.”
- Use other faculty as a resource for research – where to order supplies, etc. Don't reinvent the wheel.

Tips from Faculty Panelists 2013

- When people tell you that you're doing a good job, believe them. You can't do everything great immediately. "This is not a sprint."
- Have fun – "This is your job; don't make it feel like work."
- Don't compare yourself to more advanced peers - you are where you are.
- Overlap research projects so you have less administrative overhead and save time.

For more information

Boice, R. (2000). *Advice for new faculty members*. Boston, MA: Allyn & Bacon.

Boice, R. (1991). Quick starters: New faculty who succeed. *New Directions for Teaching and Learning*, 48, 111-121.

The Rising Tide Center

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