

Participating Faculty Task Force Onboarding Subcommittee

For more than a decade, Marquette University has offered a New Faculty Orientation program out of the provost's office for new full-time faculty. Coinciding with the university-led sessions, all colleges and schools continue their own onboarding to various degrees. The Participating Faculty Task Force found onboarding activities for participating faculty in some areas to be extensive and detailed (particularly for full-time faculty), but more limited in many colleges/schools, and in some cases, more limited for part-time faculty.

Greater "local" onboarding of participating faculty will help enhance their engagement within the college/school and establish roots and deepen their commitment within the University. The following framework is also designed to lead to greater consistency across colleges and schools.

The Participating Faculty Task Force offers the following set of separate recommendations for full-time faculty (pages 1-2) and part-time faculty (page 3). In doing so, we understand that colleges and schools may adopt different components to fit their specific needs and may even modify those components further based on their circumstances. With that said, we believe all colleges and schools should adopt programming components from each of the categories below according to their needs.

Full-Time Participating Faculty

Orientation

1. All new full-time participating faculty members should be expected to complete the university-led "New Faculty Orientation" program.
2. Each college/school should provide their new faculty a specific introduction that may include but is not limited to:
 - a. College/School overview

3. A college or school administrator (e.g., chair, assistant or associate dean) is recommended to meet with new faculty three times during the first year, once at the start of the academic year, again at or near semester break, and once more at the end of spring semester.
 - Specific agenda is up to each

Mentoring

5. It is recommended that individual colleges/schools schedule each new faculty member to meet with one or more experienced full-time participating faculty members during their first two weeks.
 - This will give the new faculty member an opportunity to establish a mentor relationship with a colleague and a “go-to” person for new faculty during their first year at Marquette.
 - The new faculty member can be encouraged to schedule at least two “check-in” meetings each semester with that self-selected colleague to address any day-to-day challenges that arise.
6. Where multiple new faculty start together, colleges/schools may wish to conduct one event each semester during the first year, inviting new faculty to gather as a group, share experiences and troubleshoot challenges they may be facing.

Ignatian Pedagogy

7. Colleges/schools may set an expectation that by end of first semester, new faculty attend a tailored session from the Center for Teaching and Learning on Ignatian Pedagogy.

Faculty Feedback

8. It is recommended that at end of academic year, colleges/schools informally survey new faculty – in-person or electronically – to learn how onboarding assisted them and gather recommendations for improvements.
 - a. Since this may provide a logistical challenge, consider an on-line “focus group” discussion to solicit input from faculty members.

Part-Time Participating Faculty

Administrative Outreach

1. It is recommended that each college/school provide their new part-time faculty member(s) a specific introduction that may include but is not limited to:
 - a. College/School overview
 - Examples: Vision and mission, goals, initiatives, structure, administrative staff, culture, performance reviews, feedback, etc.
 - b. Teaching philosophy
 - c. Syllabi development
 - d. Grading standards
 - e. General information
 - i. University identification card
 - ii. Parking
 - iii. Copy/printing/mailbox