Integrating New Faculty

Sara-Jane Finlay
Director
Office of the Vice Provost, Faculty & Academic Life
12th September 2013
Outline

• Typical stressors for new faculty
• Common characteristics of new faculty
• Evidence at UofT
• Boice – ‘Quick Starters’
• Boice – ‘Balance Program’
• What can you do to turn new faculty into ‘quick starters’
• Joel Baum, Associate Dean, Faculty, Rotman School of Management
Typical Stressors for New Faculty

- Not born knowing how to be a professor – must learn
- Always feel there is not enough time
- Receive inadequate feedback & recognition
- Set unrealistic expectations
- Feel environment is uncollegial
- Do not know how to balance work & life
Common Characteristics of New Faculty

• Spend far less time on scholarly writing than is needed for tenure.
• Spent far too much time preparing for teaching.
• Taught defensively, doing whatever they could to avoid student complaints.
• Received low student evaluations and blamed them on external factors.
• Experienced a sense of loneliness and a lack of collegial acceptance.
Boice – Quick Starters

- Spent three hours or more per week on scholarly writing
- Integrated their research into their undergraduate classes
- Did not spend major amounts of time on course preparation
- Lectured at a pace that allowed for active student participation
- Regularly sought advice from colleagues
Boice – ‘Balance Program’

- Limit class prep to max of 2 hours per hour of lecture.
- Spend 30-60 minutes a day on scholarly writing.
- Spend at least 2 hours a week on discussions with colleagues focused on teaching and research.
- Keep daily records of time expenditure.
- Integrate research interests into lectures.
WHAT CAN YOU DO TO TURN NEW FACULTY INTO QUICK STARTERS?
Chair’s Role

• Protect time for writing
  – Lighter teaching and service loads
  – Provide start-up funds, admin support, access to grad students & TAs, technical support

• Teach them to teach
  – Centre for Teaching Support & Innovation
  – Teaching mentor (Senior Lecturer in department)
  – Encourage frequent peer review of teaching
Chair’s Role

• Encourage their research
  – Start up funds, admin support, access to grad students
  – Introduce them to your research officer
  – Introduce to other faculty with related research
  – Provide a research mentor who can work with them on initial proposals
  – Research Services
Chair’s Role

• Develop a culture of Collegiality
  – Mentor, mentor, mentor
  – Introduce to colleagues
  – Set up a ‘Bunch for lunch’ program
  – Initiate collaborations with experienced colleagues
  – Schedule informal sessions over coffee or lunch to answer questions, provide feedback
Chair’s Role

• Encourage work-life balance
  – Put them in touch with the Family Care Office or Faculty Relocation Service
  – Ensure they know the details of PERA
  – Give them copies of their annual activity report
  – Encourage them to make realistic time allotments and to eliminate unnecessary commitments – they may need help saying ‘no’.
References


Professor Joel Baum
Associate Dean, Faculty
Rotman School of Management
Rotman On-boarding

- University-wide orientation
- Rotman
  - Introduction and overview
    - Associate Dean, Faculty
      - Faculty organization and governance
        » Faculty constitution and by-laws, standing committees
      - Teaching guidelines, support, responsibilities
      - Research support, funding, MROL
      - Teaching evaluations, annual reviews, PTR, etc.
  - Human Resources
    - HR Advisor, Academic
      - Salary, benefits, ESS, etc.
      - Immigration
Rotman On-boarding

• Rotman
  – Program Service Office
    • MBA/Commerce Program Directors
      – Program orientation
      – Classroom orientation
      – Office organization and support
  – Mentors
    • Teaching Fellows
      – Sr. Faculty volunteers consult on all aspects of course delivery
        » Syllabus, course development, in-class feedback, exam writing, grading, etc.
    • Confidential Mentor
      – One-on-one mentoring regarding any aspect of career development
        » Mentor excluded from faculty reviews
Rotman On-boarding

- Rotman
  - Area Coordinators
    - Faculty teaching plan
      - Initial teaching in Commerce with transition to Graduate teaching after third-year review
    - Area orientation
      - Area program responsibilities, faculty workshops and resources
      - Area organization (Commerce, MBA, PhD program committees)
  - Area Administrators
    - All things administrative
      - Teaching and research administration and support
      - Office, email, PC setup, etc.
      - Training
      - Reimbursement