

Auburn University

New Faculty Scholars Program

*A Year-Long Program to Build Collegiality and Success
For Tenure-Track and Clinical Faculty*

**Presented by the Biggio Center for the
Enhancement of Teaching and Learning**

Supporting the development of new faculty is the primary responsibility of campus and department leadership. However, “supporting early-career faculty members clearly is everyone’s work”¹. The New Faculty Scholars Program is designed for tenure-track faculty and clinical faculty with continuing appointments in their first two year of employment at AU. The program supports departmental efforts enhancing faculty acclimation to new roles and responsibilities, and is a coordinated attempt to build collegiality and individual capacity for academic success. It is expected that new faculty members who participate in this program will be better supported to address their specific departmental requirements while simultaneously, over the period of one year, be exposed to topics common and helpful to all new faculty regardless of where they work. Participation will be limited to 30 new faculty members.

Entering its fifth year, the NFS Program has expanded to offer a number of additional professional development opportunities. The impact and importance of this program in assisting new faculty has been recognized by participants, faculty and administrators. Since its inception, the overall effectiveness of the program has been rated 9.3 out of a possible 10 and 100% of all past participants indicate that they would recommend the NSF program to a colleague.

NFS Goals:

- To support departmental activities facilitating new faculty acclimation to the roles and responsibilities of teaching, research, outreach and service
- To expose new faculty to interactive instructional methods that assist in the creation of student-centered learning environments and a campus culture of teaching and learning
- To assist in the development of campus-wide collegiality to create a network for future teaching, research, outreach, and service collaborations

¹ Scorcinelli, M. D. 2000. Principles of good practice: Supporting early-career faculty. Washington DC: AHEE.

- To provide a career development framework that supports faculty success and retention

NFS Features:

- AU New Faculty Scholars are selected from tenure-track faculty and faculty from the clinician title series with continuing appointments who are in their first two years of employment at Auburn University. Participation will be limited to the first 30 new faculty members who apply.
- Faculty participate in an academic year-long sequence of workshops, seminars, and symposia provided by local and national experts on college teaching, learning, outreach, and research
- All activities rely upon and model effective teaching and learning practices
- A new feature this year is a workshop on enhancing academic writing led by national expert Dr. Tara Gray
- Information is disseminated through the Biggio Center website and electronic and written communication
- Upon successful completion of the NFS program faculty will receive documentation of their participation

Complimentary Books: Each New Faculty Scholar will receive

- *Publish and Flourish: Become a Prolific Scholar* (2005) Gray
- *McKeachie's Teaching Tips* (2006) McKeachie & Svinicki
- *Comprehensive Course Design* (2008) Groccia
- *Building Your Academic Portfolio* (2009) Miller, Groccia, & St. Clair

NFS Professional Development Activities:

The Biggio Center offers a number of required and recommended professional development activities for each New Faculty Scholar. Each New Faculty Scholar commits to participating in all required activities and as many of the recommended activities as possible. Activities have been designed to enhance short- and long-term academic success.

Required:

- ***Course Design Retreat:*** begins at 9:00 AM on Saturday, August 23, 2008 and concludes at 4:00 PM. The retreat includes
 - Information on developing and designing a course to be taught in the future
 - Information on learning, teaching, and assessment
 - A template for course design
 - Opportunities for collegial feedback and peer review of course design
- ***Publish and Flourish: Become a Prolific Scholar Workshop:*** Held from 8:30 to 12:30 on Saturday, September 13, 2008. Dr. Tara Gray, faculty member, faculty developer, and director of the Teaching Academy at New Mexico State University will lead this workshop aimed at helping faculty members become more productive writers.

- ***Small Group Instructional Feedback:*** NFSs will participate in a mid-semester feedback process to get information about teaching from students in one of your classes that can be helpful in suggesting possible course improvements.
- ***Auburn Symposium on Teaching and Learning Research:*** This day-long meeting on Friday, February 6, 2009 will highlight current research on a topic related to teaching and learning in higher education. Break-out sessions will focus on how this research can be applied to enhancing one's teaching and student learning.
- ***Academic Portfolio Retreat:*** begins at 9:00 AM on Monday, May 11 and concludes at 4:00 PM on Tuesday, May 12, 2009. The Academic Portfolio Retreat is held on-campus and includes
 - Two days of instruction focusing on documenting teaching, research, outreach, and service activities and effectiveness
 - A focus on aligning academic responsibilities, philosophy and actions
 - Suggestions on multiple methods to evaluate teaching, research, outreach and service
 - Opportunities for professional and collegial feedback and peer review of portfolios
 - An overview of Auburn University's tenure and promotion policies

Recommended:

- ***Professional Development Seminars (PDS)*** are opportunities to learn about new developments in teaching, research and outreach. Each PDS will follow a brown-bag format and will take place from 12:00–1:30 PM. There will be three professional development seminars each semester.
- ***Biggio Reading Group:*** NFSs can participate in meetings to discuss a book or article on teaching, learning, research or outreach in higher education.
- ***Dean's Teaching Colloquium:*** The Biggio Center will assist interested college in providing a colloquium on teaching and learning grounded within each college's disciplinary culture.
- ***NFS Picnic:*** Held from 6:00—8:00 PM on August 23 following the Course Design Retreat. Partners and families are invited to participate in this social kick-off of the NFS program.
- ***NFS Holiday Social:*** To be held sometime before the end of Fall semester.

Locations for each activity will be determined at a later date.

New Faculty Scholars will qualify for a Certificate of Achievement by participating in ALL required activities.

Application Procedure:

Faculty who are interested in participating in the New Faculty Scholars program must complete the attached application form and submit it to the Biggio Center for the Enhancement of Teaching and Learning, 4011 RBD Library by May 15, 2008. Participation will be limited to the first 30 complete applications received. New Faculty Scholars are selected from tenure-track faculty and faculty from the clinician title series with continuing appointments who are *in their first two years of employment at Auburn University*.

AU New Faculty Scholars Application Form

Applicant Name _____

Faculty Rank _____ Department _____

Campus Address _____

Campus Email _____ Campus Phone _____

Date started in present position at Auburn University _____

The applicant and his/her Department Chair/Head believe that s/he will benefit from and contribute to the New Faculty Scholars program. We understand the commitment necessary and have discussed ways to make time and other resources available to the applicant during the academic year to fully allow him/her to participate in the required and recommended activities. We see this as a way to enhance the applicant's success and to strengthen his/her teaching, research, and outreach skills.

Faculty Applicant Signature _____

Department Chair Signature _____

Date _____