

Introduction

Current research on the purpose and value of new faculty orientation indicates that orientation offers a one-time opportunity to welcome new faculty into an institution's culture, expectations, and common practices. Committees implementing new faculty orientation are faced with designing a program that is specific enough to bring new faculty into the culture and norms of an institution while being broad enough to recognize: 1) new faculty have a specialization area/expertise and may also have limited experience teaching; 2) new faculty come from a wide range of academic backgrounds and training and may need a generalized introduction to the institution; and 3) new faculty mostly are hired as a result of a national search and may need an introduction to the job and the community of which they are now a part (Miller, 2021; Alsop, 2018). These considerations combined with offering orientations a few short days before the semester starts require that institutions create a meaningful experience that conveys to new faculty that they have an important role to play in the sustainability of the institution.

Researchers advocate for moving away from technical and meet and greet orientations that tend to overwhelm new faculty (Arrington, 2018) toward a model that invites new faculty into the culture and norms of the institution (Miller, 2021; McCauliff, 2020). The orientation event (1-2 days) may then be followed by a year-long professional development journey with the goal of supporting new faculty in developing the skills and persistence for navigating and effectively using the learning environment tools (like Blackboard and classroom technologies) and building a personal pedagogy that recognizes the context of teaching and the institutional value of learning how to do it well (Jones, 2008; Arrington, 2018). Engaging in ongoing, mission-aligned professional development also recognizes what extensive research in K-12 professional development has found evidence of: 1-day workshop models are ineffective tools for meaningful or memorable learning, and 4 hours or less of professional development or training does not positively affect student learning or change educators' instructional practice (American University, 2022; Hammond, Hyler, & Gardner, 2017; Watson, 2019). Combining the research on new college faculty orientation with the research on what constitutes transformative professional development, this proposal is arranged into 3 parts.

1. **Part I:** creating a new faculty orientation program that focuses on welcoming and introducing faculty to the culture and norms of the institution (half-day option and full-day option)
 - i. Institutional norms include recognition of the institutional mission to offer “innovative courses” and an “education that empowers students to become lifelong leaders in their professions and communities.” And to do that, we embrace ongoing professional learning and development as a “strategy for supporting the complex skills students need to be prepared for further education and work in the 21st century. For students to develop mastery of challenging content, problem-solving, effective communication and collaboration, and self-direction, teachers must employ more sophisticated forms of teaching. Effective professional development (PD) is key to teachers learning and refining the pedagogies required to teach these skills” (Hammond, Hyler, & Gardner, 2017).
 - ii. Institutional norms include recognition of what it means to teach in a regional comprehensive institution that values content professional development as well as instructional and pedagogical professional development that can positively impact student retention and persistence (Association of College and University Educators (ACUE), 2016). While a Hart Research Survey found that 9 out of 10 college faculty believe that PD is valuable to their careers and can improve student outcomes, more than 50% of college instructors continue to rely

exclusively on faculty-centered practices (ACUE, 2016). By introducing a culture of professional development at the orientation, we may be able to support new faculty in adopting evidence-based practices.

- 2) **Part II:** individual colleges/programs orientation (1 day: ideal)
- 3) **Part III:** on-going faculty development in best practices (year long)
- 4) **Part IV:** new faculty guide to teaching

Each part is further fleshed out below.

USC Upstate Mission:

The University of South Carolina Upstate is a leading regional public university that transforms the lives of our diverse students, their families, and communities – advancing social and economic mobility throughout the Upstate region. Consistent with the international character of the Upstate, the University promotes global perspectives and serves as a driver of economic growth. Our innovative courses and programs are offered in a variety of formats and locations to meet undergraduate and graduate student needs. The University attracts exceptional, diverse faculty, staff, and students who engage in high-impact experiential learning, cutting-edge research, and deeply-connected community engagement. A University of South Carolina Upstate education empowers students to become lifelong leaders in their professions and communities.

USC Upstate Vision:

Education for all that inspires a thriving and just society.

Part I: All New Faculty Orientation/Welcome Purposes and Objectives (3hr or 1 day)

Proposed objectives that might drive/inform USC Upstate’s New Faculty Orientation/Welcome:

Purpose	Objectives	Extension	How?
<p>Introduction to the University’s Mission and Values and New Faculty’s Role in Carrying Them Out</p> <p>Evidence-Based, High Impact Practice: Global Learning</p>	<p>New Faculty members will discover USCU’s mission, values, and context.</p>	<p>Notes: transform lives, foster social and economic mobility, promote global perspectives.</p>	<p>Hearing from: Dr. Harris, Dr. Steinke, and Dr. Purdy Transform lives: visit the nursing simulation lab Impact of social and economic mobility: who are Upstate’s students and what percentage of students are employed after graduation El Centro; Center for International Studies Global perspectives: why use syllabi and course material on how to integrate global perspectives and universal skills? How many students are studying abroad? How many majors have universal skill/lang/tool development? What does it look like?</p>
<p>Complete/Participate in a Community Engagement Project/Experience</p> <p>High Impact Practice: Service Learning, Community-Based Learning</p>	<p>Participate in a workshop focused on developing strategies for community engagement/sharing prior experience with community engagement.</p>	<p>Notes: understanding the Upstate/Spartanburg region; identifying opportunities for collaboration; fostering partnerships that contribute to the University's role as a driver of economic growth</p>	<p>SL/CE presentation or speaker like Sam Parrott from SAC; hospital or school or... where our students complete internships; El Centro; Center for African American Studies; Center for Women and Gender Studies</p>
<p>Promote diversity</p> <p>High Impact Practice: Diversity</p>	<p>Foster a diverse and inclusive learning and teaching environment.</p>	<p>Notes: incorporate diversity and inclusion into teaching, course and content design, research</p>	<p>Collaborate to generate a message of welcome to a new place; then think together/collaborate on how we show evidence/create those conditions for our colleagues and students</p>
<p>Introduce ways to integrate experiential learning strategies</p> <p>High Impact Practice: a) Projects;</p>	<p>Integrate experiential learning strategies.</p>	<p>Notes: experiential learning as a pedagogical orientation; invite USC Upstate faculty who consistently use experiential learning</p>	<p>Use a combination of projects, classroom activities, and external experiences. Tie everything together. Ensure activities are challenging, yet manageable.</p>

<p>b) Common Intellectual experiences; c) Learning communities</p>		<p>strategies to talk about their work/observations of student learning/engagement ; this may overlap some with scholarship of teaching and learning faculty as well (this is a great opportunity to look at place-based/classroom research SOTL possibilities too)</p>	<p>Provide clear expectations for students. Allow the students necessary time to identify, clarify, and keep focused on their problem. Allow students to change direction midstream. https://miamioh.edu/cte/flc-resources/experiential-learning/el-integration/index.html</p>
<p>Introduce ways to use/recognize innovative practices and course delivery formats</p> <p>High Impact Practice: Common Intellectual Experiences</p>	<p>Use innovative practices and course delivery formats</p> <p>Innovation includes course tools and student success tools as well as industry tools, practices, explorations, research, collaborations, etc.</p>	<p>Notes: support faculty in understanding the different course formats, why we're offering them, and what tools/resources can help faculty prepare for teaching in these formats</p>	<p>Teaching online course in BB is really for anyone new to Blackboard Ultra; effectively using tools like BB Ultra and Early Alert System are a particular kind of innovation; general overview of academic affairs expectations about content, grading, feedback, etc.</p> <p>What innovative majors, programs or practices could be easily viewed, chatted about, or planned?</p> <p>(Logan does a quick and really interesting walk-through/presentation on the evolution of the USC Upstate nursing simulation lab; what other experiences/programs could showcase innovation/change/skill integration like related to AI or ...)</p> <p>It would be great if there were a hands-on project</p>
<p>Introduce ways to integrate university mission and values in program-specific context</p>	<p>Explore college-specific ways to align teaching, research, and engagement activities to university goals</p>	<p>Notes: At the program/college level, ensure new faculty can know how program goals are aligned to</p>	<p>This could be embedded in other aspects of the experiences described above</p> <p>Would also be great to have a student presentation even if it</p>

<p>High Impact Practice: a) Undergraduate Research; b) Internships; c) Writing Intensive Courses</p>		<p>university goals and how to effectively align their teaching, research, and engagement activities with their disciplines</p>	<p>was a short video on any number of topics related to their experiences at Upstate, their research or writing, conditions that nurtured their identity, their ambitions, their goals, etc.</p>
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Day 1 Schedule

Half-Day Schedule /Option A

Audience: Part-time/Full-time faculty



8:30-8:50AM

Welcome



9-00-10:15AM

Getting to know our students

- Kim P. – faculty role in meeting student (traditional, adult, etc) needs
- Jennifer Gregory – faculty awareness of resources for mental health, counseling
- Athletics – faculty role in supporting campus athletes



10:20-11:35AM

Getting to know our learning environment

- Susannah W. - faculty role in student success and retention initiatives
- Active learning practices/initiatives
- Teaching expectations
- Library and learning spaces on campus



11:40-12:55PM

Getting to know our colleges

- Led by deans
- Faculty mentoring program
- Building a network (research, service, colleagues, campus services)



1-2PM

Lunch hosted by Chancellor Bennie Harris



2:05-5PM

HR, Parking, and IT

Day 1 Schedule

Full Day Schedule/Option B

Audience: Part-time/Full-time Faculty



8:30-8:50AM

Welcome



9-9:45AM

Getting to know USC Upstate

- Introduction to mission, vision, values and faculty role in carrying them out Dr. Harris, Dr. Steinke, Faculty Senate Chair



9:50-10:50AM

Getting to know Our Students

- Susannah W. - faculty role in student success and retention initiatives
- Kim P. – faculty role in meeting student (traditional, adult, etc) needs
- Jennifer Gregory – faculty awareness of resources for mental health, counseling
- Athletics – faculty role in supporting campus athletes



11-11:50AM

Getting to know campus initiatives that promote global and diverse perspectives

- Panel given by leaders or affiliates of Campus Centers

<https://uscupstate.edu/academics/academic-centers-and-services/>



12-1:05PM

Working Lunch with Mentors/College/Department representatives



1:20-2:30PM

Getting to know innovative practices at USC Upstate

- Tour of the nursing simulation lab OR...
- *Remainder of sessions should take place in the same building as innovative practice experience



2:35-3:25PM

Getting to know High Impact Practices (HIPs) + Community Engagement

- Faculty panel on experiential credit, active learning, etc.
- SL/CE, Dave Marlow
- Invited speaker like Sam Parrot from SAC or ...



3:30-4:45PM

Finish up any HR meetings, IT meetings, key/parking pass needs



5-6PM

Getting to know Spartanburg: Enjoy reception off campus or @ The George
(ideally with mentors, last year's new faculty, or other faculty/staff group or other group of faculty)

Part II: Program/College-Specific New Faculty Orientation (embedded in the 2 days of Welcome)

New faculty orientation advocates suggest that a portion of the orientation should be faculty-centered and offered by individual colleges or programs. If new faculty can teach a reduced load in the first or first and second semesters of their first year, this orientation should indicate that they are teaching a reduced load so they can engage in year-long professional development for new faculty. Ideally, new faculty should only teach 3 courses in the first semester and the number of new preps should be considered when assigning those 3 courses; aiming for 2 preps in the first year would be a manageable entry point and provide new faculty the opportunity/flexibility to become familiar with the course content, aims, and goals.

For example, after a broader and general orientation/welcome to the institution (described in part I) and its culture/aims, new faculty should have a chance to dive into the practices, culture, and expectations of the individual schools. Topics for these college or school specific orientations might include:



8:30-8:50AM

Dean's Welcome



9-9:50AM

Networking and Collaborating

Faculty Panel discussing research, funding, grants, conferences, and other publications

Networking and collaborating colleagues (maybe a faculty panel of 3-5 discussing research, funding, grants, and other publications)



10-11:30AM

Promotion and Tenure

- a. Mentors and what to expect from mentors
- b. Peer observations
- c. SETs
- d. Research/publication expectations
- e. Teaching expectations (load, preps, student enrollment)
- f. Service expectations (should have a list of committee assignments and other opportunities for faculty to meet service requirements)
- g. Upcoming conferences, workshops, webinars etc including ones department members are attending
- h. CAIFS professional development opportunities



11:30-1PM

Working Lunch

Extended networking/new candidates should have the opportunity to discuss their research interests, backgrounds, etc. And consider if/how their training may align with colleagues



1:05-2:05PM

Syllabi, Course materials, textbooks (including OER services)



2:10-3:10PM

Advising responsibilities, early alert, and student accommodations

Susannah W., Kim P, CAIFS, Disability Services

Establish a schedule for new faculty to observe a few advising sessions



3:15-4:15PM

SACSCOC assessment requirements; Program/school-specific assessment requirements



4:20-5:00PM

Finish up any HR meetings, IT meetings, key/parking pass needs



5:05-6:00PM

Getting to know Spartanburg: Enjoy reception on or off campus
(ideally with mentors, last year's new faculty, or other faculty/staff group or other group of faculty)

Part III: Mission-Aligned Ongoing Professional Learning (Year Long)

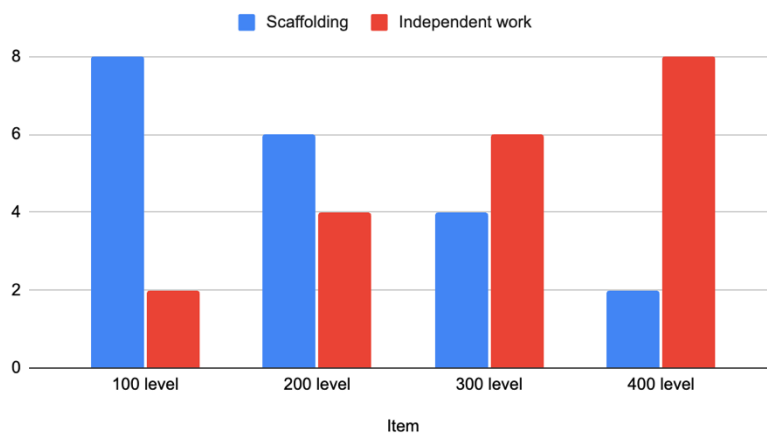
Year 1: Possible PD Topics/Resources/Workshops for New Part-time/Full-Time Faculty

(lunch and learn OR round table OR...)

Module 1/August: [Planning Your Courses](#) for USC Upstate Students (OER, TIP, alignment, resources on campus to support faculty in planning their courses; considerations for the amounts of scaffolding needed/expected and the amount of independent work needed/expected in 100/200 level courses.) (High Impact Practice; ADA Compliance)

- Introduction to General Features of USC Upstate’s Learning Technology Environment (BB Ultra)
- Reception

Scaffolding and Independent work



Module 2/September: [Creating an Inclusive and Welcoming Environment in your Courses](#) for USC Upstate Students (OER, TIP, alignment, resources on campus to support faculty in designing their courses) (High Impact Practice, [Transparency in Learning and Teaching \(TILT\)](#), [UDL](#))

- Leadership Series 1 (Coordinated with Lisa C.)
- Motivating and Engaging Students (Coordinated with CAIFS calendar)

Module 3/October: [Designing and Grading Course Work Aligned to Course Objectives](#) (policy selection for due dates/flex dates, late work, etc; designing and using rubrics, creating assignment instructions; aligning assessments to course outcomes) ([Best Practices in Higher Ed Assessment](#), [TILT](#), [UDL](#))

- Preparing to Publish in the Scholarship of Teaching and Learning (Coordinated with CAIFS calendar)
- Funding opportunities for travel, research, etc. (colleges/schools)
- Pooled interest in grants (Coordinated with Sponsored Awards and Research)

Module 4/November: Submitting Final Grades; Preparing for Spring ([Best Practices in Higher Ed Assessment](#), [TILT](#), [UDL](#))

- Leadership Series 2 (Coordinated with Lisa C.)

Module 5/December: Reflect on experiences; what teaching practices were successful? What resources did you use to learn more about or improve your pedagogical approach? ([UGA Reflection Guide](#))

- Attend campus holiday party together (USC Upstate)

Module 6/January: [Using Student Teams Effectively](#) (High Impact Practice)

- Motivating and Engaging Students (Coordinated with CAIFS)

Module 7/February: [Creating an Active Learning Classroom](#) (High Impact Practice)

- Leadership Series 3 (Coordinated with Lisa C.)
- Motivating and Engaging Students (Coordinated with CAIFS)

Module 8/March: [Anticipating Peer Observations](#)

- Writing Workshop in the Scholarship of Teaching and Learning (Coordinated with CAIFS)
- Leadership and Advancement within and beyond the institution (Coordinated with Dept Chairs/Coordinators)
- Reception

Module 9/April: Informal Discussions on [Refining Your Courses](#)

- Faculty Senate and Shared Governance (Coordinated with Faculty Senate Chair and officers)

Module 10/May: Closing out the Year and Looking Ahead to Year 2

Part IV: New Faculty Guide to Teaching (Blog page with links? Or...)

Welcome!

Snapshot of a USC Upstate Student

Introduction to USC Upstate's Learning Technology Environment

Classrooms and Classroom Support

Planning Your Course

Materials for your Course

Audio, Video, and Multimedia Publishing and Accessibility

Resources for You and Your Students

Skill and Pedagogy Development for Faculty

Events and Calendars

Based on:

- 1) Similar material in some areas to the Teaching Online self-paced PD course offered through CAIFS
- 2) Other areas for consideration borrowed from: <https://learninginnovation.duke.edu/teaching-resources-for-new-faculty/>
- 3) Arrington, P. G. (2018, October). Effective orientation for new faculty members: A new approach at Alabama Agricultural & Mechanical University (AAMU). *ACAD for Academic Leaders*, retrieved online at <https://acad.org/resource/effective-orientation-for-new-faculty-members/>

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