

Faculty Development

Functional Lead: Provost

Division: Academic Affairs

Responsible Office: Faculty Development and Outreach Coordinator

Reference: (a) SACSCOC Principles of Accreditation 2024 Edition

1. Purpose. This policy provides guidance on the orientation and continued professional development of Marine Corps University (MCU) faculty members. For this policy, the term “faculty member” refers to full-time faculty, unless otherwise specified. Consistent with principles of institutional accreditation, MCU provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.

2. Background. A professional, well-educated faculty is key to the vitality of any educational institution. Therefore, MCU is committed to providing its faculty with high quality professional development experiences, made possible through learning opportunities created by the University administration and individual schools and colleges.

3. Policy

a. Incoming Faculty Development. Newly assigned MCU faculty must understand the organization, policies, and procedures of the University and individual school prior to assuming educational responsibilities with students. All incoming faculty are required to attend MCU Summer Faculty Development, and their respective school’s new faculty training that is offered each year just prior to the start of the AY.

(1) University Responsibilities. Prior to the beginning of the academic year, and in coordination with individual schools, Academic Support Division will organize a Summer Faculty Development program that includes faculty orientation sessions for newly assigned personnel. These sessions will focus on university-level topics such as the institutional mission and the use of institutional resources (e.g., using History Division resources as teaching aids).

(2) School and College Responsibilities. Directors and deans or chief academic officers will ensure that all faculty members, including adjunct faculty members, are well-prepared to execute all duties and responsibilities. New faculty orientation sessions, training courses, and teaching practice at the school level will center on educational philosophy, techniques, policies, and procedures for that school or college. Directors will document the completion of all new faculty development requirements and will provide that information in an annual report to the Faculty Development and Outreach Coordinator (FDOC) for tracking.

(3) Individual Incoming Faculty Member Responsibilities. Incoming faculty members are responsible for familiarizing themselves with topics prescribed for the developmental sessions at the University and school level. In doing so, incoming faculty members will participate in all formal, University-level faculty development sessions and school-specific new faculty

orientation sessions, training courses, and teaching practice. All individual faculty members are also responsible for developing and mastering the required teaching skills and techniques utilized at individual colleges and schools, and fully leveraging the resources available to them.

b. Continued Faculty Development. The continued development of faculty, both in their professional discipline and in instructional facilitation skills, is in the best interest of the faculty members and the University. MCU, the colleges, schools, and individual faculty members all share in this lifelong learning responsibility. Colleges and schools are directed to conduct faculty development focused on their faculty's needs and are encouraged to take advantage of opportunities for customized faculty development sessions the FDOC organizes.

(1) University Responsibilities. The University's FDOC is responsible for developing an annual, year-long program designed to develop and enhance the teaching skills of the University's faculty, including a summer session mandatory for all faculty. Additionally, the FDOC will develop opportunities for professional growth through coordinated efforts targeting faculty participation in various course-content specific conferences, workshops, public forums, and online faculty learning communities. The University will sponsor faculty development sessions on educational topics applicable to all colleges and schools each calendar year. The dates and times will be coordinated to maximize faculty participation and will have established learning outcomes. In addition to this programming, the Erskine Lecture Series and MCU Lecture Series are recurring MCU developmental opportunities available to all faculty members. The FDOC annually assesses the effectiveness of this year-long program in partnership with the Director of Institutional Research, Assessment, and Planning and designs programming for the subsequent year in response to faculty input and institutional requirements. In addition, the President, MCU may, on a case-by-case basis, grant faculty members time for professional enrichment through the University's Professional Development Off-site (PDO) Program after five years of continuous service.

(2) School and College Responsibilities. Individual schools or colleges will devise tailored faculty development opportunities for their faculty members based on faculty needs and the needs of the college or school to maintain their faculty quality. Typically, these opportunities are specified in a developmental plan, agreed to by the faculty member and the supervisor, and appropriately documented.

(3) Individual Faculty Responsibilities. Individual faculty members, including adjunct faculty members, have the primary responsibility to stay current with the requisite knowledge in their discipline and to become proficient in relevant and effective teaching techniques and activities. University and school faculty development programs are designed to assist faculty members in this endeavor. Faculty members, other than adjuncts, are required to attend selected faculty development sessions and President's Lecture Series and events and are expected to participate in other faculty development events as they are offered, and their schedules allow. Additionally, faculty members are encouraged to conduct research and publish in their areas of expertise as a means of professional development.

4. Procedures

a. Documentation. The FDOC is responsible for maintaining a master file on all University-level faculty development sessions for each academic year. Schools will maintain a record of their specific faculty development efforts and forward copies to the FDOC for University consolidation. Schools will report all summer and fall faculty development activities to the FDOC by 15 January and all spring faculty development activities by 1 June. The FDOC will summarize the annual efforts as part of the command chronology for Academic Affairs and the MCU Strategic Plan Reporting.

b. Leaders in Faculty Development (LiFD). The Leaders in Faculty Development (LiFD) group is an effort to align faculty development efforts between ASD and individual schools and sections. LiFD consists of school and section representatives who work directly with in-house faculty development for their school or section. It meets as needed to ensure faculty's developmental needs are met by MCU and school-level opportunities.

c. Topics. Faculty development topics at the University and school levels are identified by needs analysis as part of the annual assessment cycle and are informed by institutional requirements and priorities. Topics may include the following:

(1) Educational resources available for faculty to implement in their instruction, such as the National Museum of the Marine Corps, History Division, Academic Chairs and Scholars, the Library of the Marine Corps, Marine Corps University Foundation, Lejeune Leadership Institute, the Leadership Communications Skill Center, and the Krulak Center.

(2) Theories and models of adult learning and outcomes-based military education.

(3) Instructional strategies based on the scholarship of teaching and learning.

(4) President, MCU's priority areas.

(5) School organization, policies, procedures, and programs.

(6) Curriculum design, development, delivery, assessment, and revision.

(7) Classroom organization and management.

Related Policies and Forms:

Faculty Qualifications and Credentials

Professional Development Offsite

Research

Expectations of Service

MCU Fall and Spring Faculty Line-up
Virtual Faculty Development Resource Repository
Schools Faculty Development Annual Reporting Spreadsheets

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