

Faculty Development

Functional Lead: VPAA

Division: Academic Affairs

Responsible Office: Faculty Development and Outreach Coordinator

Reference: (a) SACSCOC Principles of Accreditation

1. Purpose. This policy provides guidance on the orientation and continued professional development of MCU faculty members. For the purpose of this policy, the term faculty member refers to full-time faculty, unless otherwise specified. The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.

2. Background

a. 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.

b. Principle of Accreditation. The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

3. Policy

a. Initial Faculty Development. Newly assigned MCU faculty must understand the organization, policies, and procedures of both the University and the individual school prior to assuming educational responsibilities with students. All new faculty are required to attend the New Faculty Orientation 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, the Faculty Development and Outreach Coordinator (FDOC) will organize faculty orientation sessions for newly assigned personnel.

(2) School and College Responsibilities. Directors and deans 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 practica at the school level will center on educational philosophy, techniques, policies, and procedures for that school/college. Directors will document the completion of all new faculty development requirements and will provide that information in an annual report to the FDOC for tracking.

(3) Individual Faculty Member Responsibilities. Faculty members have the responsibility to familiarize themselves with topics as prescribed for the developmental sessions at the University and school level. In doing so, new faculty members will participate in all formal, University-level faculty orientation sessions and school-specific new faculty orientation sessions,

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

b. Sustained Faculty Development. The continued development of faculty, both in their professional discipline and in general educational theory, is in the best interest of the faculty members and the University. The University, the colleges/schools, and the individual faculty member all share in this lifelong learning responsibility. Colleges and schools are directed to conduct faculty development focused on the needs of their faculty and are encouraged to take advantage of opportunities for customized faculty development sessions conducted by MCU.

(1) University Responsibilities. The University's FDOC is responsible for developing an annual program designed to develop and enhance the teaching prowess of the University's 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.

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

(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 Erskine Lecture Series events, and are expected to participate in other faculty development events as they are offered. Additionally, faculty members are encouraged to conduct research and publish in their areas of expertise as means of professional development.

c. Service and Outreach

(1) A faculty member shapes his or her academic discipline(s) by participating in service activities with other PME institutions, civilian universities, and academic and scholarly organizations. Expectations for faculty service are addressed in the expectations for service policy linked below.

(2) A faculty member's participation in outreach activities is essential to his or her professional development. Through these activities, a faculty member gains insight and knowledge in relevant issues and topics. Outreach activities include, but are not limited to, MCU Speakers Bureau membership and other speaking engagements, research, conferences, etc.

4. Procedures

a. Documentation. The FDOC is responsible for maintaining a master file on all formal, University-level faculty development sessions for each academic year. Schools will maintain a record of their specific faculty development efforts and forward a copy to the FDOC annually for University consolidation. The FDOC will summarize the annual efforts as part of the command chronology for VPAA.

b. In addition to these sessions, the Erskine Lecture Series and MCU Lecture Series are recurring MCU developmental opportunities available to all faculty members but are not under the FDOC's purview for coordination. The Leaders in Faculty Development (LiFD), formerly known as the Faculty Development Advisory Group (FDAG), is an effort to streamline faculty development efforts between MCU Faculty Development 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. LiFD meets at least twice per AY and works closely with FDOC toward MCU faculty development initiatives. In addition, after five years of continuous service, 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.

c. University Faculty development topics may include, but are not limited to the following:

(1) University organization and points of contact.

(2) Resources available to staff and students such as the National Museum of the Marine Corps, History Division, Language and Culture Programs, 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.

(3) Institutional Effectiveness/Institutional Research programs and policies, including the MCU Four Column Matrix.

(4) Adult Learning Theory

(5) Creative Problem Solving and Critical Thinking

(6) Innovations in Instructional Strategies and Techniques and/or President MCU's priority areas.

d. College/School faculty development may include, but is not limited to the following:

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

(2) Curriculum development, delivery, assessment, and revision.

(3) Conference group and student organization techniques and procedures.

(4) Teaching styles and adult learning techniques.

e. Examples of sustainment-related activities include faculty participation in the following:

(1) Battle Staff rides

(2) Professional conferences, seminars, and symposia

(3) Dedicated research time

(4) Peer developed “brown-bag” lunch seminars dedicated to current University research topics, faculty publications, and faculty areas of interest.

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

Promulgated: 21 Sep 2020

Last Reviewed: 21 Sep 2020

Last Update to Procedures: 21 Sep 2020