Who is in the room?
What do you hope to learn at NFO?
Setting the Context

New Faculty Orientation
August 12, 2019

Heather Wilkinson
Associate Dean of Faculties
Professor, Plant Pathobiology and Microbiology
Aggie Core Values

True for Faculty, Staff, and Students
Engage peers within your cohort, recognize the diverse roles faculty play, and explore faculty responsibilities
New Faculty Orientation

Review the various University level offices and services on campus with which faculty interface.
New Faculty Orientation

Identify resources and programs that help you “hit the ground running”
New Faculty Orientation

Homework Assignment #1:
Plan your visits for the Resource Showcase
New Faculty Orientation

Homework Assignment #2: Reflect on your skills and habits of mind and determine those you may need to cultivate or enlist in your new position.

Habits of Mind

1. Persisting: Stick to it! Never wanting to give up or stop working at a task until completion, remaining focused.

2. Managing Impulsivity: Take your time! Thinking before acting, remaining calm, thoughtful, and deliberate.

3. Listening with understanding and empathy: Understanding Others. Devoting mental energy to another person’s thoughts and ideas, building in advance one’s own thoughts in order to perceive another’s point of view and emotions.

4. Thinking Flexibly: Look at it another way! Being able to change perspectives, generate alternatives, consider options.

5. Striving for accuracy and precision: Check it again! Desires for exactness, detail, and efficiency.

6. Applying past knowledge to novel situations: Use what you learned: Assessing prior knowledge, transferring knowledge beyond the situation in which it was learned.

7. Gathering Data Through all Senses: Use your natural jowels! Gathering data through all the sensory pathways—sensory, olfactory, tactile, kinesthetic, auditory, and visual.

8. Thinking and Communicating with clarity and Precision. Be clear! Storing and retrieving information, using precise and unambiguous language to express and understand the precise and unambiguous expression of ideas.


10. Thinking Interdependently: Work together! Being able to work with and learn from others in reciprocal situations.

Interpersonal skills
Personal skills
Motivation skills
Communication skills
Crucial thinking skills
Transferable Skills Checklist

Research skills
Marketing skills
Management skills
Mechanical skills
Artistic skills
Personal skills

Customer service skills
Coping skills
Problem solving skills
Practical skills
Problem solving skills

Artistic skills
Marketing skills
Management skills
Mechanical skills
Personal skills

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Art Coza and Hana Zafir
Network with other faculty, drink quality coffee, and discuss an issue many faculty encounter

First Friday each month
Faculty Conversation Cafe

Timely Topics
Save the date – first Friday each month

Example Topics from 2018-2019

Compelling Case for Diversity – Dr. Coleman, VP for Diversity
Engaging Today’s Student – Center for Teaching Excellence
Top Five Characteristics of Proposal Writing – Division of Research
What does Faculty Work-Life Balance Look Like for You? – Dean of Faculties
Navigating Graduate Student Mentoring – CTE & OGAPS
Role of Faculty in Shared Governance – Dean of Faculties and Faculty Groups
Academic Professional Track Faculty at a RI University – Dean of Faculties and APTF Representatives
Let’s Discuss Student Course Evaluations – Student Course Evaluation Taskforce
Try it out on September 6th!

Faculty Conversation Cafe

“What is up with Open Access and NIH/NSF Public Access Mandates?”

Bruce Herbert
Director
Office of Scholarly Communications
Sterling C. Evans Library

September 6, 2019
8:30 a.m. – 10:00 a.m.
Come-and-Go
YMCA Great Hall

Follow us on Facebook @TAMUFacultyDev for upcoming cafe topics each First Friday
Navigate Promotion and Tenure

Roadmap Workshop

Late Spring 2020

Tenure-track Faculty Only

- Be reflective and consider necessary milestones
- Integrate your responsibilities to maximize impact
- Avoid ineffective and time-consuming teaching mistakes
- Explore successful writing habits
- Discuss independence, collaboration, and finding mentors
- Identify skills for mentoring graduate students
- Network with others at your stage

GPS: Generate Professional Success

Late Spring 2020

Academic Professional Track (APT) Faculty Only

- Be reflective and consider necessary milestones
- Integrate your responsibilities to maximize impact
- Avoid ineffective and time-consuming teaching mistakes
- Match various teaching approaches to your goals
- Network with others at your stage

Map your career in the context of Department, College, and University Guidelines

Sponsored by

Texas A&M University Dean of Faculties
• Faculty designed and reviewed call for proposals
• Faculty facilitated event
• Nationally recognized plenary speakers
• Showcasing TAMU teaching award winners
• Posters and presentations
• Watch for more information ttlc.tamu.edu
So I asked myself:

What advice should you give new faculty?
Advice for new faculty

- Communicate well
- Moderate emotions
- Seek mentors
- Set boundaries
- Work smarter, not harder
- Strategically commit to service
- Align your time with your priorities
- Stay healthy
- Embrace episodic chaos
- Set goals
- Be professional
- Be a good colleague
- Write everyday
- Be student-centered
- Learn student names
- Become an advocate for the herd
- Manage time
- Take risks
- Seek support
- Integrate responsibilities
- Find collaborators with complimentary strengths
- Use active learning
- Delegate
- Don’t reinvent the wheel
- Set limits
- Network
- Keep a calendar
- Practice gratitude
- Reflect often
- Celebrate success
Advice for new faculty

- Identify expectations
- Reflect often

Communicate well
Moderate emotions

Seek mentors
Set boundaries
Work smarter, not harder
Strategically commit to service
Set goals

Stay healthy
Embrace episodic chaos
Align your time with your priorities

Learn student names
Become one with the herd
Manage time
Seek support
Take risks

Seek HONEST feedback
Take care of yourself
Integrate responsibilities
Find collaborators with complimentary strengths

Don’t reinvent the wheel
Set limits
Network
Keep a calendar
Practice gratitude
Celebrate success

Be a good colleague
Write every day
Be student-centered
Be a professional
Be good every day
Table 1. Examples of evidence for excellence in each of the 3 major areas of responsibility. These non-exhaustive lists summarize a more extensive treatment of indicators of outstanding merit or merit in University Rule 12.01.99.M2 (See link to Appendix I near the end of the rule).

<table>
<thead>
<tr>
<th>Research or Scholarly Work</th>
<th>Teaching</th>
<th>Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality Publications</td>
<td>Peer-evaluation</td>
<td>Officer in a (inter)national professional organization</td>
</tr>
<tr>
<td>Editing a scholarly book</td>
<td>Narrative of significant continuous improvement</td>
<td>Serving as a program chair at a (inter)national meeting</td>
</tr>
<tr>
<td>Major research or fellowship awards</td>
<td>Student Satisfaction</td>
<td>Governmental commission</td>
</tr>
<tr>
<td>Citation of publications</td>
<td>Student Outcomes</td>
<td>TAMU administrative role</td>
</tr>
<tr>
<td>Research or Scholarship Awards</td>
<td>Publication of Instructional Materials</td>
<td>Editor or member of editorial board for a major journal</td>
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<tr>
<td>Juried works of creative activities</td>
<td>Essential Course Development</td>
<td>Reviewer journals and grants</td>
</tr>
<tr>
<td>Review panel service</td>
<td>Teaching awards</td>
<td>Officer on Faculty Senate</td>
</tr>
<tr>
<td>Invited national presentations</td>
<td>Direction of Graduate Students</td>
<td>Chairing a major standing or ad hoc TAMU committee</td>
</tr>
<tr>
<td>Invited international presentations</td>
<td>Invited teaching at peer or better institution</td>
<td>Evidence of professional service to local community or public, including clinical work and extension service</td>
</tr>
<tr>
<td>Significant external peer-reviewed research funding</td>
<td>Student professional development and mentoring</td>
<td></td>
</tr>
<tr>
<td>Publications with teaching focus in leading journals</td>
<td>Significant service as an advisor</td>
<td>Committee chair in (inter)national professional organization</td>
</tr>
<tr>
<td>Public activity in performing or diverse arts</td>
<td>Teaching grants</td>
<td></td>
</tr>
<tr>
<td>Significant self-development activities, such as intensive</td>
<td>Service as a course coordinator</td>
<td>Advising a student organization</td>
</tr>
<tr>
<td>Workshops or Faculty Development Leave that improve research</td>
<td>Member of graduate committees</td>
<td>Departmental service</td>
</tr>
<tr>
<td>effectiveness</td>
<td>Graduate student publications</td>
<td></td>
</tr>
<tr>
<td>Significant self-development activities that lead to enhanced</td>
<td>Graduate student placement in industry or academia</td>
<td>Significant self-development activities that lead to enhanced service effectiveness</td>
</tr>
<tr>
<td>teaching effectiveness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Habits of Mind

Habits of Mind are dispositions displayed by intelligent people in response to problems, dilemmas, and crises, the resolutions of which are not immediately apparent.

1. Persisting: Stick to it! Persuading in the face of rejection; maintaining focus.
2. Managing Impulsivity: Take Your Time! Thinking before acting; remaining calm, thoughtful, and deliberate.
3. Listening with understanding and empathy: Understand Others! Devoting mental energy to another person’s thoughts and ideas; holding in abeyance one’s own thoughts in order to perceive another’s point of view and emotions.
4. Thinking Flexibly: Look at Another Way! Being able to change perspectives, generate alternatives, consider options.
5. Thinking about your Thinking (Meta-cognition): Know your knowing! Being aware of one’s own thoughts, strategies, feelings and actions and their effects on others.
7. Questioning and Problem Posing: How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those findings. Problem solving.
8. Applying past knowledge to novel situations: Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situations in which it was learned.
9. Communicating with clarity and Precision: Be Clear! Striving for accurate communication in both written and oral forms; avoiding overgeneralizations, distortions and deceptions.
10. Gathering Data Through all Senses: Use your natural pathways! Gathering data through all the sensory pathways—tactile, olfactory, gustatory, kinetic, kinesthetic, auditory, and visual.
11. Creating, imaging, and innovating: Try a different way! Generating new and novel ideas, fluency, originality.
12. Responding with Wonderment and awe: Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.
15. Thinking Interdependently: Work together! Being able to work with and learn from others in reciprocal situations.

Transferable Skills Checklist

Interpersonal skills: able to interact successfully with a wide range of people, know how to interpret and use body language. Oral communication skills: presents information and ideas clearly and politely, with current and attitude appropriate for the audience (whether present or those writing in a group, presents opinions and ideas in an open, objective way). Public speaking skills: able to make formal presentations; presents ideas, positions and problems in an interesting way. Counseling skills: responds to what others have said in a non-judgmental way; defines learning goals; builds trust and openness with others. Coaching/facilitating skills: gives feedback in a constructive way; helps others increase their knowledge or skills. Teaching/training skills: able to help others gain knowledge and skills; able to create an effective learning environment. Supervising skills: delegates responsibilities and maintains an appropriate system of accountability; able to monitor progress and assess the quality of performance. Leadership skills: encourages and empowers others to lead, inspire trust and respect in others. Persuading skills: communicates effectively by justifying a position or influence a decision; able to sell products or promote ideas. Negotiation skills: able to negotiate skillfully, know how and when to make compromises. Mediation skills: able to resolve conflicts that stem from different perspectives or interests, able to deal with conflict in an open, honest and positive way. Interviewing skills: asks and responds to questions effectively, able to make others feel relaxed and to create a feeling of trust.

Customer service skills: able to build a relationship of mutual trust with clients; able to handle complaints and concerns in a persuasive way. Giving/receiving feedback: able to appreciate others, able to give someone care to people who are sick or elderly who have disabilities. Analytical thinking skills: able to draw specific conclusions from a set of general observations or from a set of specific facts; able to synthesize information and ideas. Critical thinking skills: able to review different points of view and ideas and make objective judgments; investigate possible solutions to a problem; weighing the costs and risks. Creative thinking skills: able to generate new ideas, invent new things, create new images or designs; find new solutions to problems; able to see and humorously. Problem-solving skills: able to identify the nature of a problem, evaluate alternative, propose viable solutions and determine the outcome of the chosen course. Decision-making skills: able to identify possible options, weigh the pros and cons, choose from the most viable option. Planning skills: able to plan projects, events and programs; able to establish objectives and needs, evaluate options, choose the best option. Organizational skills: able to organize information, people or things in a systematic way; able to establish priorities and meet deadlines. Advanced writing skills: able to select, interpret, organize and synthesize key ideas; able to write a written text to ensure that the message is clear, concise and accurate as possible. Research skills: able to find and collect relevant background information; able to analyze data, summarize findings and write a report.

Financial skills: able to keep financial records; able to manage a budget (that is, prepare monthly budgets and maintaining expenses). Language skills: functionally bilingual; able to translate and/or interpret in a given language. Advanced computer skills: able to use a variety of software programs; knowledge about why, what, and how of software. Technological skills: understands technical systems and operates effectively; within their understanding of technical specifications, needs technical manuals onsale. Performing skills: able to make presentations for video or television in an interesting way; able to entertain, arouse and inspire an audience. Artistic skills: able to create media; computer skills; skills in design (digital and print media). Perceptual skills: able to visually recognize different objects, colors, textures, patterns, and designs. Mechanical skills: able to install, operate and monitor the performance of new and improved mechanical devices; able to repair mechanical devices. Adaptability skills: ability to adapt to new situations and settings and to tolerate change well; ability to adapt to the needs of the moment. Administrative skills: able to operate computers and other office equipment; able to maintain and manage files and databases.

Art Costa and Bens Kallick
The faculty development program I would like to see your office sponsor is.....


As time allows.....

Coachable and responsive
In alignment with unit and institution
Commitment to diversity and inclusion
Great teacher and mentor
Ideal faculty member NALO 2018
Dependable
Engaged
Productive
Creative
Collaborative
Impeccable academic citizen
Good communicator