



Institute for International Medicine Faculty Onboarding Guide for INMED

I. Introduction

- A. Standard Six of the NECHE Standards of Accreditation focuses on Teaching, Learning, and Scholarship. As part of our commitment to maintaining institutional quality and compliance with this standard, we have developed a comprehensive onboarding process for new faculty members with the rank of professors and associates.

II. Orientation:

- A. New faculty members will attend a comprehensive orientation program that includes an overview of the institution's mission, policies, and procedures related to teaching, learning, and scholarship.
- B. During the orientation, new faculty members will also receive training on the use of technology and other instructional resources available at the institution.

III. Mentorship:

- A. Each new faculty member will be assigned a mentor who will provide guidance and support during the onboarding process and throughout the first year of teaching.
- B. Mentors will be selected based on their experience and expertise in the new faculty member's discipline.

IV. Professional Development:

- A. New faculty members will be encouraged to participate in professional development opportunities related to teaching, learning, and scholarship.
- B. The institution may provide support for attendance at conferences, workshops, and/or other events that enhance faculty members'



knowledge and skills and contribute to continued professional development.

V. Course Design:

- A. New faculty members will work with the institution's instructional design team to develop and design their courses.
- B. The instructional design team will provide guidance and support in the use of technology and innovative teaching techniques.
- C. Faculty maintains academic freedom regardless of rank or term of appointment in a manner consistent with the mission and purposes of the institution.

VI. Duties:

- A. Faculty have several responsibilities which may include instructing students, being accessible to students, and having a systematic understanding of effective teaching/learning processes and outcomes. They may also have additional duties such as advising students, contributing to policymaking, course development, research, and institutional governance.
- B. Faculty assignments are determined equitably to allow for effective instruction, advising, program and institutional assessment and improvement, professional growth, and participation in scholarship, research, creative activities, and service.
- C. The institution's academic advising system must meet educational objectives and ensure quality, regardless of location or mode of delivery.

VII. Evaluation:

- A. New faculty members will be evaluated during their first and subsequent years of teaching to ensure compliance with the institution's standards for teaching, learning, and scholarship.
- B. The evaluation process will include student and supervisor evaluations.



VIII. Ongoing Support:

- A. The institution will provide ongoing support to new faculty members throughout their appointment at the institution.
- B. Support will include access to instructional resources, professional development opportunities, and mentorship.

IX. Final Remarks

- A. By following this comprehensive onboarding process, we believe that new faculty members will be well-equipped to provide high-quality teaching, learning, and scholarship that meet the NECHE Standards of Accreditation.

Faculty Onboarding Data Collection Form

First Name:

Middle Name:

Last Name:

Suffix:

Position:

Start Date:

Home Address:

Email:

DOB:

Gender:

Nationality: