

Planning Your Career – Early Career Development

	Before You Begin	First Month/Semester	First Year	First Three/Four Years	Next Three/Four Years
Teaching	<ul style="list-style-type: none"> Learn about ICON (Iowa Courses on Line) ICON.UIOWA.EDU Review teaching resources at the Office of Teaching, Learning and Technology TEACH.UIOWA.EDU/KEEP-TEACHING-IOWA 	<ul style="list-style-type: none"> Review the Center for Teaching website Develop a schedule for office hours and advising Seek informal feedback regarding teaching Be aware of campus services to support students STUDENTLIFE.UIOWA.EDU 	<ul style="list-style-type: none"> Maintain a teaching portfolio of syllabi, evaluations, and other materials Ensure your teaching load reflects your offer letter 	<ul style="list-style-type: none"> Continue to get peer review feedback regarding teaching Attend at least one teaching support/education seminar Try a new teaching technique Review student feedback with an eye towards change 	<ul style="list-style-type: none"> Continue to build on teaching successes Ensure you have adequate peer review as you prepare for promotion Maintain your teaching portfolio to have it ready for promotion
Research/Productivity	<ul style="list-style-type: none"> Begin to identify mentors Ensure plans for space/hardware/software/protocols are in process Review resources on the Division of Sponsored Programs website DSP.RESEARCH.UIOWA.EDU Review resources from the Vice President for Research RESEARCH.UIOWA.EDU 	<ul style="list-style-type: none"> Ensure that the conditions of your offer letter regarding research resources have been met. Set up meetings with mentors Begin to develop plan for graduate student mentoring Develop a writing plan Consider a grant writing course RESEARCH.UIOWA.EDU 	<ul style="list-style-type: none"> Ensure you are meeting your writing goals Continue your mentoring meetings Search for your first graduate student Learn about and apply for internal granting opportunities as appropriate Identify and plan for external agency deadlines 	<ul style="list-style-type: none"> Continue productivity (minimum 1-2 papers/year) If in a grant discipline, ensure getting feedback on grants Submit grants often as data allows Attend grant writing seminar Apply for fellowships for your students Assess ability to be involved in interdisciplinary work 	<ul style="list-style-type: none"> Bring projects to closure for publication Get articles submitted Wrap up book submission Work with graduate students to get them post comp or moving towards degree completion Identify and apply for fellowships for students/post docs

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Service	<ul style="list-style-type: none"> Begin to identify areas of interest for service activities Prepare yourself to say no 	<ul style="list-style-type: none"> Continue to identify service areas of interest but do not commit 	<ul style="list-style-type: none"> Consider one service option for the coming year Continue to limit your early involvement 	<ul style="list-style-type: none"> Start to build your service portfolio Identify service opportunities that dovetail with your teaching and research interests Find things you are passionate about 	<ul style="list-style-type: none"> Further enhance your service commitments, but still keep your footprint small
WorkLife	<ul style="list-style-type: none"> Identify resources for spouse/partner HR.UIOWA.EDU/CAREERS/DUAL-CAREER-SERVICES Identify school activities for children https://www.iowacityschools.org/ Learn about your community TOURISMCEDARRAPIDS.COM/DIRECTORY/IOWA-CITY-CORALVILLE-AREA-CONVENTION-VISITORS-BUREAU; TOURISMCEDARRAPIDS.COM/DIRECTORY/IOWA-CITY-CORALVILLE-AREA-CONVENTION-VISITORS-BUREAU Learn about your institution WORKLIFE.UIOWA.EDU/SITES/WORKLIFE.UIOWA.EDU/FILES/BUILD_A_CAREER_BUILD_A_LIFE_DOCUMENT.PDF Develop a plan for personal health and wellness HR.UIOWA.EDU/WELL-BEING/LIVEWELL 	<ul style="list-style-type: none"> Familiarize yourself with faculty support services PROVOST.UIOWA.EDU/FACULTY-RESOURCES If you are an international faculty member learn more about the international programs INTERNATIONAL.UIOWA.EDU 	<ul style="list-style-type: none"> Make exercise a priority Make sure to have external activities as a distraction Fill out your LiveWell survey on a yearly basis 	<ul style="list-style-type: none"> Continue to allow integration between home and work Take care of yourself and those around you 	<ul style="list-style-type: none"> Integration Find a new outlet

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Career Development	<ul style="list-style-type: none"> Obtain HAWKID Sign in to Employee self service LOGIN.UIOWA.EDU/UIP/AUTH.PAGE?TYPE=WEB_SERVER&CLIENT_ID=HRIS&REDIRECT_URI=HTTPS://HRIS.UIOWA.EDU/PORTAL18/AUTH/LOGIN.PHP&RESPONSE_TYPE=CODE&SCOPE=WORKFLOW.API.HRIS Review and complete mandatory training: FERPA; Harassment Prevention Training Familiarize with faculty related policies OPSMANUAL.UIOWA.EDU/HUMAN-RESOURCES/FACULTY; PROVOST.UIOWA.EDU/POLICIES-PROCEDURES. 	<ul style="list-style-type: none"> Create a Career Development Plan TALENTEAM.COM/BLOG/HOW-TO-WRITE-CAREER-DEVELOPMENT-PLAN Review development options as a member of NFCDD FACULTYDIVERSITY.ORG/ABOUT-US Attend new faculty orientation and faculty related workshops https://provost.uiowa.edu/faculty-development-general-faculty-programs Make the rounds in your department and introduce yourself Consider increasing your mentoring skills NRMNET.NET/#UNDERGRADPOPUP Reach out to other resources on campus MEDICINE.UIOWA.EDU/OCRME Start to build your development network 	<ul style="list-style-type: none"> Begin to assemble material for your annual review Start a personal statement that can be changed early as opposed to created yearly Take advantage of on and off campus resources to support your career development Review the promotion requirements for your department/college Attend development seminars 	<ul style="list-style-type: none"> Begin to assemble your materials for your mid-career review Review your teaching evaluations and reflect on your strength and challenges; make a plan to address the latter With each review ensure you are “on track” for promotion Continue to work with mentors to identify areas for skill development Build on your personal statement to include recent progress Invite a prominent figure in your discipline to campus Continue to build your professional network Take advantage of opportunities at meeting to identify the leaders in the field Revisit development plan yearly and refine as needed 	<ul style="list-style-type: none"> Put the pieces of your promotion portfolio together Enhance your professional development networks Begin to identify promotion letter writers Reach out to leaders in the field for speed dating mentoring Participate in meetings as platform speaker, panelist or meeting planner Further development your personal statement as you prepare for promotion Work with DEO/supervisor to ensure you remain on track for promotion, fill in gaps in your dossier Continue to refine development plan
Leadership	<ul style="list-style-type: none"> Reflect on strengths and challenges to prepare yourself to take advantage of learning opportunities 	<ul style="list-style-type: none"> Identify a mentor with skills you would like to attain and reach out for advice Identify ways in which you can enhance the diversity, equity and inclusion efforts on campus DIVERSITY.UIOWA.EDU Identify ways to engage with the community in your research, your classroom ENGAGEMENT.UIOWA.EDU 	<ul style="list-style-type: none"> Begin to identify areas that fit your skill set Start to introduce yourself to leaders Consider a small leadership opportunity that may be time limited (but not time limiting) 	<ul style="list-style-type: none"> Start to develop your leadership style Consider involvement in leadership courses Continue to focus on DEI and engagement 	<ul style="list-style-type: none"> Start to identify career changers

University of Iowa Resources of Interest to New Faculty

- [Center for Teaching](#), 4039 Main Library. Phone: 319.335.6048.
- [Division of Sponsored Programs](#), 2 Gilmore Hall. Phone: 319.335.2123.
- [Dual Career Services](#), 102-21 University Services Building (USB). Phone: 319.335.2662
- [Faculty and Staff Disability Services](#), 121-20 University Services Building (USB). Phone: 319.335.2660; TTY 319.335.3495.
- [Faculty and Staff Services/Employee Assistance Program](#), 121 University Services Building (USB). Phone: 319.335.2085.
- [Faculty Senate](#), Phone: 319.335.0617.
- [Family Services](#), 121 University Services Building (USB). Phone: 319.335.1371.
- [ITS Instructional Services](#), 2800 University Capitol Centre (UCC). Phone: 319.335.5194.
- [Office of Consultation and Research in Medical Education](#), (OCRME), 1204 Medical Education Building, Phone: (319) 335-8901. E-mail: ocrme@uiowa.edu
- [Office of Equal Opportunity and Diversity](#), 202 Jessup Hall. Phone: 319.335.0705 (voice); 319.335.0697 (text).
- [Office of International Students and Scholars](#) (OISS), 1111 University Capitol Center (UCC). Phone: 319.335.0335.
- [Office of the Executive Vice President and Provost](#), 111 Jessup Hall. Phone: 319.335.3565.
- [Office of the Ombudsperson](#), C108 Seashore Hall. Phone: 319.335.3608.
- [Office of the Vice President for Research](#), 201 Gilmore Hall, 319.335.2131
- [Women's Resource and Action Center](#) (WRAC), 130 N. Madison. Phone: 319.335.1486.

This document is a work in progress. Please offer your suggestions and strategies for early career faculty success to:

The University of Iowa Office of the Provost
111 Jessup Hall
Iowa City, Iowa 52242-1316

Additional Resources and Suggestions for Supporting Early Career Faculty

- Academic Ladder (The): Get Help with the Climb. Dissertation Coaching, Academic Career and Tenure Coaching: WWW.ACADEMICLADDER.COM
- ADVANCE at the University of Michigan (2007). *How to help new faculty settle In: Common problems and alternative solutions*. ADVANCE Program, Office of the Vice President for Research, University of Michigan: ADVANCE.UMICH.EDU/WP-CONTENT/UPLOADS/2018/09/HELPNEWFACULTYSETTLEIN.PDF
- ADVANCE at the University of Michigan (2007, November). *Giving and getting career advice: A guide for junior and senior research faculty*. ADVANCE Program, Office of the Vice President for Research, University of Michigan: RESEARCH.UMICH.EDU/SITES/DEFAULT/FILES/RESOURCE-DOWNLOAD/RESEARCHFACULTYCAREERGUIDE.PDF
- ADVANCE at the University of Michigan (2007, November). *Giving and getting career advice: A guide for junior and senior faculty*. ADVANCE Program, Office of the Vice President for Research, University of Michigan. ADAA.ENGIN.UMICH.EDU/WP-CONTENT/UPLOADS/SITES/22/2019/03/GIVING-AND-GETTING-CAREER-ADVICE.PDF
- Boice, R. (1992). *The new faculty member: Supporting and fostering professional development*. San Francisco, CA: Jossey-Bass.
- Brent, R., Felder, R.M. (2000). *Helping new faculty get off to a good start*. Retrieved June 15, 2008, from: WWW4.NCSU.EDU/UNITY/LOCKERS/USERS/F/FELDER/PUBLIC/PAPERS/HELPING_NEW_FACULTY.PDF
- COACHE: The Collaborative on Academic Careers in Higher Education: COACHE.GSE.HARVARD.EDU
- Gappa, J.M., Austin, A.E., Trice, A.G. (2007). *Rethinking faculty work: Higher education's strategic imperative*. San Francisco, CA: John Wiley & Sons, Inc.
- Gender Equity Project, Hunter College-CUNY, Professional and Skills Development Resources: HUNTER.CUNY.EDU/GENDEREQUITY
- Mama PhD: "Mothers attempting to balance parenthood and academics" blog. *Inside Higher Ed*: INSIDEHIGHERED.COM/VIEWS/BLOGS/MAMA_PHD
- Moody, J.A. (2007) *Demystifying the profession: Helping junior faculty succeed*.
- Moreno, J.F., et al. (2006, April). *The revolving door for underrepresented minority faculty in higher education: An analysis of the Campus Diversity Initiative*. A research brief from The James Irvine Foundation Campus Diversity Initiative Evaluation Project. Retrieved October 27, 2020, from: FOLIO.IUPUI.EDU/BITSTREAM/HANDLE/10244/50/INSIGHT_REVOLVING_DOOR.PDF?SEQUENCE=1
- National Teaching and Learning Forum, The (NT&LF): WILEY.COM/EN-US/THE+NATIONAL+TEACHING+%26+LEARNING+FORUM-P-9780JRN174869
- Sorcinelli, M.D. (2000). Principles of good practice: Supporting early career faculty. Washington, D.C: American Association of Higher Education. Retrieved October 27, 2020, from: ERIC.ED.GOV/?ID=ED450634
- ----. (2004). The top ten things new faculty would like to hear from colleagues. *The National Teaching and Learning Forum*. Volume 13, Number 3, March 2004. Retrieved January 20, 2012, from: WFU.EDU/TLC/PDFS/TLC%20FORUM.PDF
- Successful Academic.com website: SUCCESSFULACADEMIC.COM
- TOMORROW'S PROFESSORSM, Sponsored by the Stanford Center for Teaching and Learning: TOMPROF.STANFORD.EDU
- Trower, C. A., & Chait, R.P. (2002, March/April). Faculty diversity: Too little for too long. *Harvard Magazine*, 104(4) 33-37. Retrieved October 27, 2020, from HARVARDMAGAZINE.COM/2002/03/FACULTY-DIVERSITY.HTML_LINE/030218.HTML
- University of Washington Center for Institutional Change. *Faculty retention toolkit*. Retrieved January 20, 2012, from: ENGR.WASHINGTON.EDU/LEAD/POSTEDMATERIALS/FACRECRUITMENTANDRETENTION/2009UNIVERSITY%20OF%20WASHINGTON%20FACULTY%20RETENTION%20TOOLKIT%201-PAGER.PDF
- University of Washington. *Mentoring junior faculty*. Retrieved May 1, 2008, from: FACULTY.WASHINGTON.EDU/OLMSTD/RESEARCH/MENTORING.HTML