

# University of Iowa Office of the Provost Resource Series

## Guiding Strategies for New Faculty

	Before Arrival	Two Weeks Before Classes	First Month	First Year
<b>Teaching</b>	<ul style="list-style-type: none"> <li>Identify the courses the new faculty member is expected to teach.</li> <li>Provide sample syllabi and course outlines from other faculty.</li> <li>Discuss potential for teaching assistants.</li> <li>Consider having the new faculty partner with senior faculty to co-teach a course.</li> </ul> <p><b>Provide information:</b></p> <ul style="list-style-type: none"> <li>Required syllabus components.</li> <li>Office hours and related departmental requirements.</li> <li>Textbook and reading pack ordering resources.</li> <li>Links to final exam schedule</li> <li>Links to teaching related policies.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage new faculty member to meet with Teaching Assistants if applicable.</li> <li>Assign teaching advisor.</li> </ul> <p><b>Provide Information:</b></p> <ul style="list-style-type: none"> <li>Departmental resources and support for teaching.</li> <li><a href="#">IT Services for Faculty</a></li> <li>ICON support</li> <li>Instructional Design</li> <li>Instructional Technology Assistants</li> <li>Digital Media Solutions</li> <li>Learning Space Technology</li> </ul>	<ul style="list-style-type: none"> <li>Attend first class session of semester to briefly and enthusiastically introduce the new faculty member to students. Research shows this strategy is particularly important for faculty in underrepresented groups on campus (e.g., faculty of color, women faculty, international faculty), given the presence of potential bias among students.</li> <li>Inform of the UI <a href="#">Center for Teaching</a> resources and workshops and encourage participation.</li> <li>Discuss process for annual review of teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule an observation of senior colleagues in their classrooms.</li> <li>Schedule classroom teaching observation.</li> <li>Discuss the role of the faculty/class within full curriculum.</li> <li>Review effective teaching resources, including the UI Center for Teaching's <a href="#">Handbook for Teaching Excellence</a> and <i>Tools for Teaching</i> by Barbara Gross Davis.</li> <li>Discuss a formative, mid-semester evaluation of class. The UI Center for Teaching offers <a href="#">Student Feedback</a> services.</li> </ul>
<b>Research/ Productivity</b>	<ul style="list-style-type: none"> <li>Inform faculty member of the physical space and computing, lab and other resources she or he can expect upon arrival; ensure that all promises made during the hiring process are kept.</li> <li>Discuss expectations for research in the unit.</li> <li>Direct new faculty to contact DSP to transfer funding if appropriate.</li> </ul> <p><b>Provide Information:</b></p> <ul style="list-style-type: none"> <li><a href="#">Division of Sponsored Programs</a> (DSP) services and contacts if plan to apply for funding soon after arrival on campus.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate introductions and networking within the department and outside of the department.</li> <li>Provide a list of research interests of departmental faculty.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss planning infrastructure for research (e.g., use of start-up funds).</li> <li>Clarify “productivity” appropriate for the track the faculty is in. Note that each track has different expectations.</li> <li>Identify a research mentor within the university and encourage development of research-related relationships outside the university to facilitate grant development and publication.</li> </ul> <p><b>Provide Information:</b></p> <ul style="list-style-type: none"> <li>Book-publishing process (for book disciplines).</li> <li>Office of the Vice President for Research and <a href="#">Division of Sponsored Programs</a></li> </ul>	<ul style="list-style-type: none"> <li>Identify conferences and support attendance.</li> <li>Ensure departmental support commitments are carried out.</li> <li>Encourage attending a grant writing workshop.</li> <li>Encourage the development of a writing plan and involvement in a writing group.</li> <li>Show successful and unsuccessful grant proposals and articles and talk about the review process (Brent &amp; Felder, 2000).</li> <li>Involve new faculty members in group proposals to broaden research contacts and collaboration, as well as, to assist them in identifying possible research extensions.</li> </ul>

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<b>Service</b>	<ul style="list-style-type: none"> <li>Define “service” expectations, including early career protection and developmental arc of increased expectations post-tenure.</li> </ul>		<ul style="list-style-type: none"> <li>Discuss strategies to handle service requests: e.g., How to say, “no” and deciding when to say “yes”.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce to Faculty Senate process by attending a meeting with a senior faculty member.</li> <li>Team up with senior faculty members.</li> <li>Be aware of the extra service demands placed on faculty of color and women faculty. Identify this potential with the new faculty member and work together to set limits and avoid overburdening.</li> </ul>
<b>Work-Life</b>	<ul style="list-style-type: none"> <li>Facilitate a real estate tour (during interview).</li> <li>Refer those with partners seeking local</li> <li>Facilitate a real estate tour (during interview).</li> <li>Refer those with partners seeking local employment to the UI Dual Career Network.</li> <li>Refer those who care for children or older adults to resources on campus (e.g., <a href="#">UI Family Services</a>) and in the community (e.g., schools, childcare).</li> </ul> <p><b>Provide Information:</b></p> <ul style="list-style-type: none"> <li>Links to benefit choices, payroll system, and leave policies.</li> <li>Relocation Information – <a href="#">Communities in Greater Iowa City</a></li> <li>UI family friendly policies (e.g., tenure clock extension, modified duties, domestic partner benefits).</li> <li><a href="#">International Programs</a> for international faculty members.</li> <li>Crisis Support: <a href="#">UI 24/7 Crisis Line</a></li> </ul>	<ul style="list-style-type: none"> <li>Host a home dinner party to welcome new faculty members to the community.</li> </ul>	<ul style="list-style-type: none"> <li>Schedule an off-campus faculty retreat to welcome new faculty members, conduct departmental business and support social connections.</li> </ul>	<ul style="list-style-type: none"> <li>Identify senior faculty mentors who have found effective ways of having a successful academic career and a rich personal life.</li> <li>Provide information on programs and resources: <ul style="list-style-type: none"> <li><a href="#">Well-Being Resource Guide</a></li> <li><a href="#">Employee Assistance Program (EAP)</a></li> <li>Crisis Support: <a href="#">UI 24/7 Crisis Line</a></li> </ul> </li> </ul>

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<b>Career Development</b>	<ul style="list-style-type: none"> <li>Refer faculty to <a href="#">Iowa Faculty Onboarding</a> site.</li> <li>Create a generic Faculty Development Plan to coordinate your role in supporting the new faculty member’s career development. This document provides ideas for sequencing your support.</li> <li>Arrange accommodations for faculty members with disabilities.</li> </ul> <p><b>Provide Information:</b></p> <ul style="list-style-type: none"> <li>Include links to departmental and campus resources (e.g., Faculty Handbook, newsletters) in an official welcome letter.</li> <li>Campus resources: <a href="#">UI Faculty Development</a></li> </ul>	<ul style="list-style-type: none"> <li>Communicate your enthusiasm for the new faculty member joining your department and show interest in her/his research. Refer to the <a href="#">“Top Ten Things New Faculty Want to Hear From Colleagues”</a> (Sorcinelli, 2004) and make sure they are communicated.</li> <li>Schedule an appointment to provide an overview to the tenure and/or promotion process. Anticipate the best time of the semester for the new faculty member to receive this information.</li> <li>Note that new faculty coming in at the associate professor rank likely need tenure and promotion information specific to their situation.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure effective mentoring for the new faculty member. This may include: <ul style="list-style-type: none"> <li>assignment of a formal mentor/mentors (e.g., senior departmental faculty, mentors external to the department)</li> <li>informal support to the new faculty member to set up his or her own career advising network.</li> <li>Additional resources about faculty mentoring can be found on the Office of the Provost <a href="#">UI Mentoring Clearinghouse</a>.</li> </ul> </li> <li>When providing overview to the tenure and promotion process, clearly communicate exceptions for <a href="#">tenure- clock extensions</a>.</li> </ul>	<ul style="list-style-type: none"> <li>Provide examples for how to collect and maintain tenure-related documentation that is up to date and catalogued in an organized dossier. (Bensimon, et al, 2000)</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>Provide new faculty members with a resource list of important campus offices, policies, and associations</li> <li>Encourage new faculty members to attend upcoming New Faculty Orientation programs; support them in attending.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage attendance at collegiate and Provost Office New Faculty Orientation programs to introduce the new faculty member to UI resources and services.</li> <li>Provide orientation to departmental meetings, committees, and decision-making processes.</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate departmental meetings in a way that supports a new faculty member’s entrance into the group. (E.g., provide background on current issues, make transparent the ways in which faculty participate in decision-making).</li> </ul>	<ul style="list-style-type: none"> <li>Early in the first semester, take the new faculty member to lunch and informally discuss university policies and procedures and/or other university information presented in the new faculty orientation program.</li> <li>Provide mentoring and information regarding departmentally appropriate ways to raise concerns.</li> </ul>

## University of Iowa Resources of Interest to New Faculty

- [Center for Teaching](#)
- [Division of Sponsored Programs](#)
- [Dual Career Services](#)
- [Faculty and Staff Disability Services](#)
- [Faculty and Staff Services/Employee Assistance Program](#)
- [Faculty Senate](#)
- [Family Services](#)
- [Office of Teaching, Learning, and Technology](#)
- [Office of Consultation and Research in Medical Education](#)
- [Office of Institutional Equity \(OIE\)](#)
- [International Student and Scholar Services](#)
- [Office of the Executive Vice President and Provost](#)
- [Office of the Ombudsperson](#)
- [Office of the Vice President for Research](#)
- [Women's Resource and Action Center \(WRAC\)](#)

## Additional Resources and Suggestions for Supporting Early Career Faculty

- [Academic Ladder](#): Get Help With The Climb. Dissertation Coaching, Academic Career and Tenure Coaching
- 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*.
- 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
- [Successful Academic](#)