The University of Iowa Office of the Provost Resource Series
Strategies for Supporting Early Career Faculty

	First Three/Four Years	Next Three/Four Years

Career Development	• Meet with each faculty at least twice a semester to check-in.
	• Discuss areas the faculty wants to advance in and introduce programs or resources to support.
	• Inform faculty who the key contacts are in different departments and units.
	• Connect the faculty with the **External Awards and Recognition Office**
	• Create an intentional system to recognize faculty excellence and nominate for various awards. Suggestions drawn from University of Washington ADVANCE program, include:
	  o Keep a list of all possible awards for which you may wish to nominate your faculty, along with the nomination due dates;
	  o During the annual review, ask the faculty member about awards for which they would like to be nominated;
	  o Maintain a list of people who are in queue to be nominated for an award; share your intentions with the faculty.
		• Meet with each faculty at least twice a semester to check-in.
		• Provide feedback on development to ensure the faculty is on track.
		• Ask faculty what types of skill development they seek and see if support (e.g., time, funds) can be provided.
		• Encourage participation in faculty development workshops.
		• Continuously discuss how to build national reputation.
		• Take time to celebrate and share when faculty has major achievements. (Not only research but also contributions to the unit and field)
		• Continue to think of ways to recognize faculty member's contributions (e.g., awards, acknowledging community-based work).
		• Ensure the faculty understands collegiate guidelines specific for track.
		• Encourage faculty to keep their CV up to date and write personal statements so that they can revisit periodically to refine.
		• Encourage to seek feedback on their personal statements from mentors.
		• Connect the faculty to internal and external contacts to facilitate learning across organizational structure.

	[Clinical Track] • Identify external contacts/mentors (e.g., peer institutions) who can answer clinical questions internal people cannot answer. • Discuss what it looks likes to be a clinical-educator who can get promoted. Discuss the importance of having "the right sponsorship." • Discuss opportunities to advance career without focusing on research (e.g., through clinical work, service, mentoring, administrative positions). • Discuss obstacles to get promotion and ways to remedy (e.g., administrative support, protected time, time for faculty development). **[Instructional Track]** • Discuss expectations on professional development (e.g., teaching conference, workshop). • Discuss ways to keep track of student-oriented outcomes to help with promotion. **[Research Track]** • Support participation in skills development to support research productivity (e.g., forming research team, mentoring/managing research staff and students). RT faculty may need resources or time for those trainings. • If faculty is engaging in activities other than research (e.g., contributing to department, development, lectures), ask what support will be helpful (e.g., re-allocations of efforts, support staff).	

Teaching	• Clarify departmental teaching expectations. • Develop teaching plan and ensure an equitable mix of classes (e.g., core courses, limited new preps, seminar topics). • Use the annual review to identify strengths and areas for improvement. • Continue peer/learner teaching evaluations to help refine teaching. • Offer informal observation and guidance on teaching or arrange for other senior faculty to do so. • Clarify expectations for mentoring/advising (e.g., roles of faculty vs. student services or program coordinators). • Review and share relevant resources at the Center for Teaching • Provide resources to support student mentoring: Student Care and Assistance program; UI Support and Crisis Line	• Clarify teaching and mentoring expectations for promotion. • Continue with peer teaching evaluations and mentoring. • Continue to support the advancement in teaching (e.g., workshops, teaching conferences, mentorship, certificates, build program). • Discuss ways to build positive reputation or expertise on teaching (e.g., course director, section head). • Complete at least one peer teaching evaluation within the year prior to applying for promotion. • Support faculty in putting together a teaching portfolio. Help identify best teaching materials to present (e.g., ways mentoring is incorporated into teaching).
	[Tenure Track] • Ensure that the faculty has opportunities to teach and advise graduate students, where applicable (some departments expect faculty to advise at least one doctoral student who is post comp for promotion). **[Clinical Track]** • Provide clarity on expectations for research mentoring. This includes mentoring residents and fellows. **[Instructional Track]** • Provide support on program coordination positions or large-scale teaching/mentoring (e.g., 100 plus students). **[Research Track]** • Clarify expectations on what the faculty "gets credit for" or "paid for." Note that most RT faculty are 100% research and not expected to teach or mentor. If applicable, this should be communicated to DCG and CCG prior to promotion review. • RT often manage staff and students as part of their research activity. These can be considered as teaching/mentoring experiences if they are asked to write a teaching statement for promotion.	
Research/ Productivity	• Identify resources for the faculty member to attend national conferences and for research-related travel. • Help the faculty identify and prepare career-specific grant applications. • Connect faculty member with key contacts at DSP and other research support services • Connect faculty member with HR and their resources (e.g., hiring, onboarding, supervisor training). • Suggest the use of the UI Writing Center • Mentoring students on own team has direct impact on productivity. Provide information about and resources for staff/student development • Connect the faculty to ongoing research teams to facilitate participation at an appropriate level. Help identify research partners.	• Support the faculty to expand collegial relationships inside and outside the institution to develop leadership in research. • Continue to refine research/creative area and build reputation in the field. • Discuss promotion and tenure guidelines specific to the faculty's track. (e.g., funding, publications, artistic creations, multidisciplinary work) • Ask what types of support would be most helpful as they prepare for promotion, and work to provide that support. Each faculty has different needs: administrative support, research assistant, protected time, encouragement.

	[Clinical Track] • Help faculty determine successful research endeavors appropriate for their percent effort (e.g., what does a successful 10% research effort look like?) • Discuss line or overlap between what is research and what is clinical (e.g., paper about caring for vulnerable population, non data-based paper). • Clarify research expectations for promotion and what counts as research. [Instructional Track] • Clarify research expectations for promotion. Clarify what counts for research (e.g., presentations at teaching conference, Scholarship of teaching and Learning (SoTL), publications on higher education or mentoring) [Research Track] • Provide formal mentoring structure that includes Research Track faculty mentors (or someone who can describe the difference between TT and RT). • Discuss the potential or challenges associated with switching tracks. • Ensure strong research support.	

Service	• Help the faculty member determine the importance of committees and service requests as they relate to tenure and promotion.
	• Discuss "judicious yes; gracious no."
		• Clarify expectations on service for promotion.
		• Find service opportunities that help enhance career trajectory (e.g., develop network, inform teaching/research).
		• Help identify national and international service opportunities.
		• If the faculty member is stepping up due to departmental needs:
		  - Help highlight contributions in relation to research and teaching.
		  - Discuss ways to reduce these commitments if desired.

	[Clinical Track] • Identify appropriate service activities through professional organizations or coalitions (national, regional). • Acknowledge their service to the unit including activities that may be considered 'clinical' (e.g., directing program, coordinating clinic, workflow) [Instructional Track] • Clarify expectation based on allotted percentage efforts and discuss how they may balance these activities with teaching. If service is expected, provide opportunities (e.g., committee work). [Research Track] • Communicate that RT faculty members (100% on research) are not expected to engage in service activities to others in the unit. RT faculty are often asked to guest lecture, interview candidates, serve on committees, or be discussion leaders, which can take them away from research productivity. • If RT faculty members is providing service, pursue ways to recognize their efforts. • Support networking at national level (travel, build reputation, external reviewers for promotion) • Identify service to society or funding agencies that has direct impact on getting grants or advancing research.	
Leadership	• Encourage involvement in national associations. Introduce the faculty to various methods for leadership in those associations. • Encourage faculty members to assess their particular leadership style, strengths, and interests, and begin to discuss opportunities for making a rewarding contribution. • Discuss expectations for tenure and/or promotion.	• Assess faculty's aspiration for leadership opportunities and discuss appropriate levels of leadership engagement for the rank. • Discuss pros and cons of different types of leadership opportunities. • Discuss potential internal leadership programs. • Discuss little "Ls" such as developing research team and overseeing research staff and their activities, student development activities.

	[Clinical Track] • Discuss how clinical expertise and experience can be used to develop as a leader in the field. Discuss different ways to get leadership experiences and roles (e.g., identify meetings to go to, committees to join). • Discuss "non-positional leadership." Encourage the faculty to connect to these "leaders" to learn from them. • Discuss ways to highlight non-positional leadership experience (little "L" or "hidden work") such as contributing to clinical units and systems. **[Instructional Track]** • Discuss the role of leadership experience as it relates to promotion. • Discuss opportunities for program director or other leadership roles (e.g., admissions, advancement committee, mentoring program, symposium, career events) and support needed (e.g., course buy out, time to attend meetings). • Discuss potential leadership opportunities through professional conferences for instruction and determine needs (e.g., travel cost, time). **[Research Track]** • Discuss aspiration for leadership positions and potential ways to assume such roles while engaging fully in research. • If aspired, identify other Research Track faculty who are in leadership positions to learn from. Provide opportunities to participate in initiatives to increase recognition. • Identify leadership opportunities directly related to funded grant/research.

Community Building	• Provide opportunities for faculty members to connect with other faculty and staff within and outside of the department and college.
	• Build a sense of cohort (e.g., provide opportunities for faculty members to interact informally, create a consistent space, "early career group").
	• Build consensus among faculty members. Have open conversations about how different tracks interface (e.g., TT, CT, IT, RT) for common goals. Clarify the roles and what the expectations are.
	• Make sure the faculty member knows what resources are available. Encourage the faculty to review annual policy notifications.
	• Provide information on programs and resources:
	  - UHR: Employee Well-Being
	  - Build a Career | Build a Life
	  - Employee Assistance Program (EAP)
	  - Crisis Support: UI 24/7 Crisis Line
	[Research Track]
	• Discuss potential 'cushions' (e.g., if not up to 100%, potential ways to fill the gap).