

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

	Before Arrival	Two Weeks Before Classes	First Month	First Year	First Three Years
<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. Inform of requirements related to syllabus creation.</li> <li>Discuss office hours and related departmental requirements.</li> <li>Discuss opportunities related to teaching assistantships.</li> <li>Inform of textbook and reading pack ordering resources, as needed.</li> <li>Provide links to final exam schedule and other teaching related policies.</li> </ul>	<ul style="list-style-type: none"> <li>Encourage new faculty member to meet with Teaching Assistants.</li> <li>Inform of Campus Technology Services <a href="#">IT Services for Faculty and Staff</a>, including their ICON support, Instructional Design, Student Instructional Technology Assistants, Digital Media Solutions, and Learning Space Technology resources.</li> <li>Inform new faculty of departmental resources and support for teaching.</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 their 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> </ul>	<ul style="list-style-type: none"> <li>Encourage classroom observation of teaching.</li> <li>Explain process for annual review of teaching.</li> <li>Partner with senior faculty to co-teach course.</li> <li>Assign teaching advisor.</li> <li>Encourage understanding of role within full curriculum.</li> <li>Facilitate early career faculty's observation of senior colleagues in their classrooms.</li> <li>Direct new faculty to effective teaching resources, including the UI Center for Teaching's <a href="#">Handbook for Teaching Assistants</a> and <i>Tools for Teaching</i> by Barbara Gross Davis.</li> <li>Recommend a formative, mid-semester evaluation of class. The UI Center for Teaching offers <a href="#">Classroom Assessment by Student Interview (CLASI)</a> services.</li> </ul>	<ul style="list-style-type: none"> <li>Use the annual review to identify strengths and areas for improvement.</li> <li>Develop teaching plan and ensure an equitable mix of classes (e.g., core courses, limited new preps, seminar topics).</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> <li>Inform them about <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 new member with 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>Provide orientation to book-publishing process (for book disciplines).</li> <li>Clarify "productivity" for clinical faculty.</li> <li>Provide a research mentor within the university and encourage development of research-related relationships outside the home university to assist faculty with grant development and publication.</li> <li>Inform new faculty member about resources available through the <a href="#">Division of Sponsored Programs</a> and</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 attendance at a grantwriting workshop.</li> <li>Encourage the development of a writing plan and involvement in a writing group.</li> <li>Show the new faculty member successful and unsuccessful grant proposals and articles and talk about the review process (Brent &amp; Felder, 2000)</li> </ul>	<ul style="list-style-type: none"> <li>Support attendance at national conferences and research-related travel.</li> <li>Nominate new faculty member for university and national awards .</li> <li>Help faculty with career specific grant applications.</li> </ul>

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			the Office of the Vice President for Research.	<ul style="list-style-type: none"> <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>	
<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>Introduce to Faculty Senate process by attending a meeting with a senior faculty member.</li> <li>Encourage service by chairing colloquia.</li> <li>Team up with senior faculty members.</li> <li>Support faculty member in learning how to say, “no” and deciding when to say “yes” to service requests.</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>	<ul style="list-style-type: none"> <li>Mentor new faculty member on determining importance of committees and service requests, as they relate to tenure.</li> </ul>
<b>WorkLife</b>	<ul style="list-style-type: none"> <li>Facilitate a real estate tour (during interview).</li> <li>Refer people with partners seeking local employment to the UI Dual Career Network.</li> <li>Provide materials and/or link to “Relocation Information,” on the <a href="#">Iowa City Area Chamber of Commerce Relocation Information</a>.</li> <li>Provide link to local news media (e.g., Press Citizen).</li> <li>Refer faculty members who care for children or elders to useful resources on campus (e.g., <a href="#">UI Family Services</a>) and in the community (e.g., schools, childcare).</li> <li>Inform faculty member of UI family friendly policies (e.g., tenure clock extension, modified duties, domestic partner benefits).</li> <li>Connect international faculty</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>Encourage mentoring by more senior faculty members who have found effective ways of having a successful academic career and a rich personal life.</li> </ul>	

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	<p>members with <a href="#">International Programs</a> and area resources.</p> <ul style="list-style-type: none"> <li>Ensure that the new faculty member is signed up for the <a href="#">Human Resources New Faculty/Staff Orientation</a>, and that they are aware of on-line information about benefit choices, payroll system, and leave policies.</li> </ul>				
<b>Career Development</b>	<ul style="list-style-type: none"> <li>Include departmental and campus resources for faculty (e.g., copy of <a href="#">Faculty Handbook</a>, <a href="#">New Faculty Newsletter</a>) in an official welcome letter.</li> <li>Create a generic Faculty Development Plan to coordinate your role as DEO in supporting the new faculty member's career development. This "DEO Strategies for Supporting Early Career Faculty" guide may offer useful ideas for sequencing your support.</li> <li>Provide information about campus resources and arrange accommodations for faculty members with disabilities.</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 promotion process. Anticipate the best time of the semester for the new faculty member to receive this information.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure effective mentoring for the new faculty member. This may be in the form of assignment of a formal mentor/mentors (e.g., senior departmental faculty, mentors external to the department) or informal support to the new faculty member to set up his or her own career advising network. Additional resources about faculty mentoring can be found on the Office of the Provost <a href="#">UI Mentoring Clearinghouse</a>.</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>	<ul style="list-style-type: none"> <li>Create an intentional system to recognize new faculty excellence and nominate for various awards. Suggestions drawn from University of Washing ADVANCE program, include: <ul style="list-style-type: none"> <li>Keep a list of all possible awards for which you may wish to nominate your faculty, along with the nomination due dates;</li> <li>During the annual review, ask the new faculty member about awards for which they would like to be nominated;</li> <li>Another approach is to have a departmental committee whose job it is to nominate faculty members for internal and external awards.</li> <li>Maintain a list of people who are in queue to be nominated for an award and share your intentions with the new faculty members.</li> </ul> </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>Ensure that new faculty members are aware of upcoming New Faculty Orientation programs and 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 such a way as to support a new faculty member's entrance in to the group. (E.g., ensure 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>	<ul style="list-style-type: none"> <li>Encourage involvement in national associations and committee; introduce new faculty to various methods for leadership in those associations.</li> <li>Encourage new faculty members to assess their particular leadership style, strengths, and interests, and begin to discuss opportunities for making a rewarding contribution accordingly.</li> </ul>

## 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 Network](#), 618 Jefferson Building (downtown Iowa City). Phone: 319.335.3791
- [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](mailto: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:

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## Additional Resources and Suggestions for Supporting Early Career Faculty

- Academic Ladder (The): Get Help With The Climb. Dissertation Coaching, Academic Career and Tenure Coaching: <http://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: <http://www.umich.edu/~advproj/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: <http://www.umich.edu/~advproj/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. <http://www.umich.edu/~advproj/career%20advising.pdf>
- BlackAcademic.com: <http://www.blackacademic.com>
- 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: [http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Helping\\_New\\_Faculty.pdf](http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Papers/Helping_New_Faculty.pdf)
- COACHE: The Collaborative on Academic Careers in Higher Education: <http://gseacademic.harvard.edu/~coache/>
- 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: <http://www.hunter.cuny.edu/genderequity/profskillsmaterials.html>
- Mama PhD: "Mothers attempting to balance parenthood and academics" blog. *Inside Higher Ed*: [http://www.insidehighered.com/views/blogs/mama\\_phd](http://www.insidehighered.com/views/blogs/mama_phd)
- *Monday Motivator*, a weekly e-newsletter designed for new junior faculty, post-docs, and advanced graduate students. 2007-08 topics include: "most common errors that junior faculty make." A service of BlackAcademic.com: <http://www.blackacademic.com/page/page/4950482.htm>
- Moody, J.A. (2007) *Demystifying the profession: Helping junior faculty succeed*. Monograph available at: [www.DiversityOnCampus.com](http://www.DiversityOnCampus.com)
- 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 May 1, 2008, from: [http://www.irvine.org/assets/pdf/pubs/education/insight\\_Revolving\\_Door.pdf](http://www.irvine.org/assets/pdf/pubs/education/insight_Revolving_Door.pdf)
- National Teaching and Learning Forum, The (NT&LF): <http://www.ntlf.com/>
- Sorcinelli, M.D. (2000). Principles of good practice: Supporting early career faculty. Washington, D.C: American Association of Higher Education. Retrieved January 20, 2012, from: <http://www.pacific.edu/About-Pacific/AdministrationOffices/Office-of-the-Provost/Policies-and--Procedures/Principles-of-Good-Practice-Supporting-Early-Career-Faculty.html>
- ----. (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: <http://www.wfu.edu/tlc/pdfs/TLC%20Forum.pdf>
- Successful Academic.com website: <http://www.successfulacademic.com/>
- TOMORROW'S PROFESSOR<sup>SM</sup>, Sponsored by the Stanford Center for Teaching and Learning: <http://www.stanford.edu/dept/CTL/Tomprof/links.html>
- Trower, C. A., & Chait, R.P. (2002, March/April). Faculty diversity: Too little for too long. *Harvard Magazine*, 104(4) 33-37. Retrieved May 17, 2008, from <http://www.harvardmagazine.com/online/030218.html>
- University of Washington Center for Institutional Change. *Faculty retention toolkit*. Retrieved January 20, 2012, from: <http://www.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: <http://faculty.washington.edu/olmstd/research/Mentoring.html>