COLLEGE OF BUSINESS
Faculty Development Plan for New Faculty

Purpose:

The primary objective of this Development Plan is to enhance the overall performance and reputation of new faculty, in particular, new assistant professors, joining the College of Business. This document provides general guidelines to assist the new faculty achieve this objective. The long-term objective is to help each new faculty member make tangible and significant contributions to his/her discipline and institution.

Description:

The faculty in the College of Business are expected to be successful researchers capable of publishing in high quality academic journals, to be effective educators both in and out of the classroom, and to be active contributors to the service needs of the college, the university, and professional organizations. This development plan, however, focuses primarily on research and teaching expectations of the individual faculty member consistent with his/her academic work and experience, his/her research and teaching goals, and the department’s research and teaching goals. The faculty member’s department chair and faculty mentor are required to jointly develop and create such a plan, which will provide development goals in the areas of research and teaching as well as provide the mechanisms to assess progress towards these goals. The development plan also is closely tied to the faculty member’s Position Responsibility Statement (PRS), which identifies research, teaching, and service expectations.

The Development Plan is intended to provide guidance to the new faculty member through the three-year review process. The faculty member, department chair and faculty mentor are expected to develop the details of the plan as early as possible and by week 8 of the first semester of the new faculty member, at least the specific goals, procedures and resources for his/her first academic year are to be stated.

It should be noted that the development plan is not meant to replace the requirements of promotion and tenure in the college, nor does successful completion of the development plan ensure success in the promotion and tenure process—all faculty should familiarize themselves with the P&T document.

While each plan is expected to be tailored to each faculty member’s and department’s needs and goals, the following types of activities are examples of what may be included:

Research

1. Attending departmental and/or college research seminars.
2. Attending seminars focusing on topics such as preparing manuscripts for publication; dealing with reviewers and editors; interdisciplinary research
collaboration; seeking external funding; networking through professional conferences; grant writing, etc.

3. Attending professional conferences to network, to develop research ideas and focus, and/or to present research papers.

4. Working with a senior faculty member as a long-term mentor, i.e., a relationship expected to continue beyond the first year. The mentor would be someone who has demonstrated research excellence and would be expected to develop joint research with his/her mentee and/or help the mentee network with other potential research partners.

5. Presenting research ideas and papers at various stages of completion to peers in the department and college.

Teaching

1. Attending teaching-related seminars. Seminars might be related to pedagogical techniques, assessing learning, writing syllabi, engaging students, etc.

2. Attending a teaching portfolio seminar during the first year at Iowa State.

3. Meeting with undergraduate and career services staff in order to understand and appreciate the relationship between those offices and teaching.

4. Working with a teaching mentor (the teaching mentor would also serve as the individual’s research mentor) to assist with questions/concerns related to teaching. The mentor would be someone who has demonstrated excellence in the classroom and would be expected to help their mentee with any issues related to teaching and learning, including peer evaluation.

5. Reviewing results of peer evaluation of classroom teaching (sometime in the first or second year of teaching) with teaching mentor.

6. Using the facilities and programs provided by CELT.

Service

1. Committing to a service activity within the department or college as appropriate for the faculty member (based on his/her academic experience) such as a committee assignment, working with student organizations, etc. Service assignments will vary from individual to individual and should take into account his/her progress in research and teaching. Nonetheless, the intent of development is to engage new faculty in some sort of service assignment beginning in year 1 or 2. The service assignment should gradually increase in number of assignments or level of work each successive year.

2. Attending college-related activities such as Business Week and college graduation ceremonies.
Implementation:

Dean’s Office

1. Ensures that PRS’s specify research, teaching, and service obligations for all faculty.
2. Ensures that department chairs create and implement development plans for new faculty.
3. Provides resources as necessary for the development of new faculty (e.g., conference travel, monies for college seminars).

Department Chairs

1. Meet with each new faculty member to discuss research, teaching, and service expectations on the PRS.
2. Discuss the faculty member’s development needs with respect to meeting the research, teaching, and service expectations.
3. Devise a development plan in conjunction with the faculty member to meet his/her needs.
4. Provide on-going encouragement and support to the faculty member with respect to the development plan. Communicate the expectation that the faculty member will follow-through with the plan.
5. Evaluate the faculty member annually with respect to meeting PRS expectations and following the development plan; revise development plan as necessary.

Faculty Mentors

1. Assist the department chair in working with the new faculty member to create an appropriate development plan for the faculty member.
2. Meet with their mentee on a regular basis to serve as a sounding board and to discuss the mentee’s progress on research and/or teaching.
3. Provide insights and assistance as necessary with respect to research and/or teaching. Work with the mentee on joint research projects (if research mentor).

Faculty Development Committee (FDC)

1. Plans and conducts developmental seminars related to research and teaching (e.g., organizes a panel of journal editors to discuss do’s and don’ts of preparing manuscripts).
2. Communicates developmental opportunities available across campus to all faculty (e.g., encourages attendance at CELT workshops).
3. Plans and schedules monthly college-wide research seminars (at which a faculty member would present his/her research).