

Professional Development of Assistant Professors:
Best Practices for Department Chairs

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1. Verbal (informal) vs. documented (formal) commitments made to assistant professor at time of hire. Review and clarify with faculty member during first year.
2. Annual Performance Evaluation
 - a. Educate faculty member as to the department process
 - b. Review is summative but provides opportunity for formative professional development discussions
 - c. Broadening the feedback beyond the chair - review based on feedback beyond the chair in many departments (e.g., peer review committee)
 - d. Other Faculty Feedback Loops to Assistant Professors informal/formal mentors providing formative feedback
 - e. promotion and tenure committees meeting annually with assistant professors for formative feedback (where applicable)
3. The Mentoring Process
 - a. Collaborative selection of mentor (chair, mentee, mentor all have input)
 - b. Chair follow-up with faculty member mid-year to ensure mentoring relationship is effective
4. Position Responsibility Statement
 - a. Developed with input of both faculty member and chair
 - b. Should reflect departmental expectations for tenure
5. Educating new faculty on relevant university policies
 - a. Delaying the tenure clock (e.g., lab slow in being fully functional)
 - b. Faculty modified duties for arrival of child
 - c. Relevant policies in department handbook, college, and ISU Faculty Handbook (e.g, tenure criteria)
6. Protecting an assistant professor's time from too many service demands
7. Clearly and regularly communicating tenure expectations for scholarship
 - a. Which outlets are considered to be markers of high quality by department?
 - b. What is considered a reasonable quantity to be above threshold?
 - c. Consistency of message across faculty practices and policies regarding quality and quantity
8. Professional development of assistant professor's in teaching
 - a. Courses assigned match department need and faculty expertise/interest
 - b. Providing departmental support (e.g., sharing resources, mentoring)
 - c. Educating faculty member on CELT resources available
 - d. Follow-up with assistant professors in need of more assistance