<table>
<thead>
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<th>Time</th>
<th>Thursday, May 17th</th>
<th>Friday, May 18th</th>
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<tbody>
<tr>
<td>8:00 - 8:30am</td>
<td>Breakfast and Program Kickoff</td>
<td>Breakfast</td>
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| 8:30 - 9:00am| **Introduction to Career Mapping**  
Dr. Vanessa Dorott Anderson will provide a brief introduction to career mapping for new faculty. | **Session 1: Grant Writing**  
Panelists will discuss best practices for grant writing, including how to collaborate with partners across the institution, budgeting, and broader impact components of grants.  
**Session 2: Academic Presses**  
Dr. Elizabeth Ault of Duke University Press will discuss the publishing process at an academic press. |
| 9:00 - 9:50am| **Institution Types Panel**  
Panelists will discuss key characteristics of different institution types and the general expectations of faculty at those institutions. |  
**Break**                                                |
| 9:50 - 10:00am| **Break**                                                                       | **Break**                                                |
| 10:00 - 11:00am| **Working Session: CV and Cover Letter**  
Participants will conduct peer review on CVs and cover letters with respect to their chosen job ad. Staff embedded at each table will provide additional feedback. | **Working Session: Research Statement**  
Participants will conduct peer review on their research statements. Faculty and staff embedded at each table will provide additional feedback. |
| 11:00am - 12:00pm| **Search Committee Considerations: Navigating the Campus Interview Process**  
Panelists will provide insight into what prospective faculty should expect from the campus interview process and elements that search committees consider when evaluating candidates. | **Negotiation Strategies**  
Dr. April Kedrowicz will discuss strategies that new faculty can use to negotiate employment terms and salary in the academic job search process. |
| 12:00 - 1:00pm| **Lunch & Learn: Conversations with New Faculty**  
Enjoy lunch and discussion with some new faculty from across the University. Guests will share how they transitioned into a faculty role and the benefits and challenges they have faced thus far in their new roles. | **Lunch & Learn: Striving toward Work-Life Integration**  
Over lunch, discuss with faculty the strategies they have used to maintain work-life integration in their faculty roles. |
| 1:00 - 2:00pm| **Teaching Types Panel**  
Panelists will discuss the different types of teaching faculty positions, and the differences in roles and responsibilities across these positions. | **Mentoring and Advising**  
Dr. Audrey Jaeger will discuss best practices around mentoring of undergraduate and graduate students. |
| 2:00 - 3:00pm| **Working Session: Teaching Statements**  
Participants will conduct peer review on their teaching statements. Faculty and staff embedded at each table will provide additional feedback. | **Working Session: Diversity Statement**  
Dr. Jo-Ann Cohen and Dr. Joel Ducoste will discuss diversity statements, an increasingly common component of faculty applications. Participants will conduct peer review on their diversity statements. |
| 3:00 - 3:10pm| **Break**                                                                       | **Break**                                                |
| 3:10 - 4:00pm| **Managing Time: Research, Teaching, and Service**  
Dr. John Classen and Dr. Tiffany Barnes will discuss how new faculty can balance their responsibilities in research, teaching, and service to successfully navigate reappointment, tenure, and/or promotion. | **Career Mapping and Establishing Next Steps**  
Dr. Katharine Stewart will discuss career mapping strategies for prospective faculty, and the steps one can take in graduate school and during a postdoc appointment to become a successful faculty candidate. |
| 4:00 - 5:00pm| **Utilizing Campus Resources: Working with Administration and Staff**  
Panelists will discuss best practices for working cooperatively with staff and administration, and the resources that faculty can use to maximize their efficacy. |                                                      |