

PROVIDING A SUPPORTIVE CLIMATE IN WHICH ALL FACULTY FLOURISH TAKES TIME, RESOURCES, AND PLANNING

From an analysis of reports from PKAL Faculty for the 21st Century (PKAL F21)

GOAL:

To ensure individual faculty achieve their scholarly goals for teaching/research/service.

AIMS:

- ♦ To establish policies and practices at the departmental level that support and strengthen the scholarly work of faculty
- ♦ Have clear departmental goals that provide a context for faculty development (see the West Point story).

STEPS:

- ♦ Encourage each member of the department to develop a three-year scholarly agenda, appropriate for his/her career stage, to share with colleagues and gain their advice and counsel.
- ♦ Discuss these agendas with colleagues:
 - determining departmental responsibilities and opportunities for supporting colleagues
 - identifying what is needed to advance each agenda
 - setting priorities for allocating existing departmental resources and acquiring additional resources. Departmental support for faculty development includes activities such as:
- ♦ offering departmental seminars related to pedagogies, curriculum development, new directions in the field, etc. that are related to current departmental goals (perhaps coordinated with an institutional learning/teaching center)
- ♦ providing mentors within and beyond the department to advise in implementing scholarly agendas (perhaps one mentor focused on teaching responsibilities and one for research responsibilities or one for departmental opportunities and one for institutional connections)
- ♦ focusing internal faculty development funds on activities of highest priority for the department (perhaps awarding a small grant that makes faculty members more competitive for external grants)
- ♦ providing financial support for meetings of professional associations (particularly those on pedagogical innovations)
- ♦ preparing competitive proposals for external support (compile a departmental archive of contacts– proposals and reviewer comments– with external funding agencies, have staff assist in “boiler-plate” proposal requirements)
- ♦ scheduling an appropriate balance of teaching/research/service responsibilities (shaping departmental capstone seminar around faculty research interests, or scheduling courses and labs so departmental faculty have adequate time for research)
- ♦ ensuring flexibility/reduction in departmental and institutional assignments
- ♦ providing opportunities to connect with experts in their field.

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- ♦ Link agendas of individual faculty to larger departmental goals (e.g.: increasing connections to other disciplines; enhancing research opportunities for students; integrating new pedagogies and/or technologies into the curriculum; expanding offerings that serve non-majors, etc.).
- ♦ Keep alert to emerging opportunities and challenges and see that they are reflected in future agendas for individual faculty and the department as a whole.
- ♦ Know where individual faculty are in regard to implementing their scholarly agendas, as well as in regard to their schedule for review, promotion and tenure, sabbaticals, etc.
- ♦ Recognize, celebrate and build upon the collective achievements of colleagues.