

Departments Workshop

Attributes of Healthy Faculty

- * participation level (100%)
- * this includes a lo of suff

- * non-complacent faculty

- * willingness to consider implement changes

- * individuals have confidence that thrie means are met when others are getting stuff (see beyond self)

- * healthy volunteerism

- * decisions are made for whole even not what individual wants

- * good for department is good for individual

- * fraternal group was easier earlier in history; certain social interaction

- * ready engagement intellectual of faculty, whether at lunch or at copy machine; face to face contact

- * easy communication

- * faculty as ecosystem; folks in different roles, respect for folks doing different things, filling different roles

- * appreciate multi-dimensional mission of department (different career paths)

- * can confront tough issues without this process being divisive

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- * keeping faculty productive

- * script what academic life is like, even early in career

- * academics does not do well in transitioning folks into retirement

- * appreciate older faculty for their changing role; what roles exist and naturally evolve

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- * no clear boundaries/expectations in academics
- * what is balance? It's lifestyle

What it takes

- * tell truth, communicate; faculty appreciation of
- * reality: dysfunction individuals can disrupt
- * common shared direction
- * individual senior-junior mentoring; very selective
- * junior faculty need to be heard
- * don't neglect physical/mental/emotional health; compassion is often hard to come by
- * healthy faculty is humane faculty; leadership sets tones

- * strategies; multi-year plan for designing expectations, similar to MOU, as guide as well as litmus; also, e.g., annual evaluation with percentages set
- * need a good chair; protecting faculty, supporting faculty
- * give broader perspective of decision process to faculty so they know how things work
- * protect junior faculty from too much service, but not zero (they should learn process, develop skill set)
- * opportunities presented to junior faculty
- * sabbaticals are important; should be intellectual renewable; opportunities for funding should be encouraged (e.g. NSF rotator)
- * creative leaves (e.g. maternity) are important
- * leader is not averse to conflict; willingness to make tough decision