Strategies for Faculty Support
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Supporting faculty success is one of the most important aspects of dean/associate dean roles. Here are some ideas for you to consider. Of course, you cannot single-handedly do all of these things. But, you can work through your school leadership, advisory committees and otherwise delegate to get these things done.

The more you can become systematic in your approach to faculty support, the better outcomes your faculty will enjoy! Refer faculty to our new web site which will open later in the fall: www.academicaffairs.iupui.edu.

I. Give consistent support:
   a. Keep lines of communication open to your faculty
   b. Set up systems to assure uniform treatment – Example: Use faculty peer review committees to support non-reappointment or post-tenure review decisions. This process will give you more informed decisions that will benefit from faculty support of the action
   c. Keep records
   d. Budget for faculty development
   e. Set protocols that require peer review whenever possible
   f. Require outcomes/accountability
   g. Require that all department chairs give similar support, such as:
      i. Arrange mentors for all new faculty
      ii. Assign as consistent a teaching load as possible
      iii. Give teaching assignments that are as aligned to faculty research/discipline as possible
      iv. Give consistent feedback/mentoring/advice
      v. Assure peer review of teaching
      vi. Provide thoughtful and relevant annual reviews
      vii. Help them focus!
      viii. Nominate them for appropriate awards

II. Take an academic career trajectory approach:
   a. New Faculty needs
   b. Tenure track
   c. Leading up to first promotion
   d. Mid career counseling
   e. Promotion to full professor, whatever track
   f. Pre-retirement

III. New Faculty needs
   a. Assure mentors are arranged for all new faculty
   b. Give consistent start-up packages by discipline and track
      i. Examples:
         1. faculty development funds
         2. Summer salary support for the first two years
         3. Course release for research grant applications, research program development for tenure track
         4. Labs/research start-ups
         5. Moving expenses
c. Require interim reports to foster outcomes
d. Require peer review of their teaching
e. Require stringent annual review process to give detailed feedback on progress
f. Assure good documentation if discipline or non-reappointment is appropriate
g. Monitor 3 year reviews – know who is in trouble

IV. Tenure track
   a. Give them the campus/school and department guidelines and excellence documents
   b. Help them understand the process
      i. Requirements for excellence
      ii. The meaning of impact and emerging national reputation
   c. Send them to P & T workshops
      i. Campus level
      ii. School
d. Require stringent annual review process to give detailed feedback on progress
e. Support department chairs if difficult conversations are needed
f. Assure good documentation if discipline or non-reappointment is appropriate
g. Monitor 3 year reviews – know who is in trouble
h. Help them focus!

V. Leading up to first promotion
   a. Make sure someone is helping faculty with dossier preparation
   b. Set a schedule for the school that allows faculty time for seeking input on drafts
   c. Link them to Partnering for Promotion annual workshops
   d. Make sure external reviewers comply with campus Guidelines for independence

VI. Mid career counseling
   a. Have the “after tenure” talk about rights and responsibilities
   b. Plan trajectory for next promotion
   c. Get them involved as school leaders in at least one area

VII. Promotion to full professor, whatever track
   a. Once you know faculty are interested in promotion, meet with them to review their plan
   b. Make sure they get the updated Guidelines for the campus/school and department
   c. Send them to Partnering for Promotion workshops
   d. Have the “sustained national reputation” and “impact” discussion with them
   e. Ask them to reflect on what they want to concentrate on after promotion
      i. What mentoring can they now do for junior faculty?
      ii. Can they lead a school initiative?
      iii. Can they become active school/campus leaders?
      iv. What do they want their legacy to be? Plan for the next ten years

VIII. Pre-retirement
   a. If they offer their plan for retirement, consider what implications it will have for the school/department
   b. What cross training will be needed to cover courses, grants, etc.?
   c. Will you need any strategic hires to cover their area?
   d. Are they interested in a phased retirement? Refer them to HR for the new policy
   e. Plan a party consistent with whatever your school normally does (This is another area where discrepancies are noted if all are not treated fairly)