

## **(re)ENERGIZING YOUR ACADEMIC FACULTY**

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The 2006 CAPCSD Program Committee requested a major session for academic program directors that addressed the broad topic of (re)energizing your academic faculty. At first glance, this appeared to be a relatively easy challenge. After all, there are clearly multiple resources that are available to program directors to motivate faculty and prevent burnout. For example, it is possible to turn to:

- The research literature on work and work stress/strain
- The research literature on faculty needs and faculty development
- The psychology literature on motivation
- The quality of life and life satisfaction literature
- The “horse’s mouth,” meaning our colleague program directors

We were confident that we could address the following topics in this session:

1. Provide overview of factors influencing faculty motivation, as well as current higher education practices recommended for energizing and/or motivating faculty;
2. Share data from informal survey of program directors and faculty in communication sciences and disorders; and
3. Identify practical strategies to promote faculty and program "health" by reducing faculty burnout and rewarding personnel in a time of dwindling resources.

However, it immediately became apparent that there was no single term or set of terms that capture the issues involved in (re)energizing faculty. In literature searches, many key phrases appeared relevant, including:

- Supporting vitality
- Re-energizing activity
- Motivating work performance
- Enhancing productivity
- Maximizing life satisfaction/well being
- Reducing exhaustion
- Individualizing approaches
- Minimizing burnout and stagnation

The concept of burnout was particularly challenging, because it seemed to approach the topic from a negative perspective, yet is commonly discussed by faculty. Further, burnout is not a simple construct. In looking at teaching- and research-related burnout, for example, burnout has been found to relate to intrinsic motivation, extrinsic pressures to do research, and knowledge obsolescence (c.f., Brewer & McMahan, 2004; Briscoe, 1984; Singh, Dalal, & Mishra, 2004). In Maslach's Burnout Inventory of Human Services Survey (Rush, 2003), a three-dimensional structure of burnout is proposed, including:

- Emotional exhaustion -- a feeling of being unable to psychologically give of oneself due to a depletion of emotional resources.
- Depersonalization -- the development of impersonal, cynical feelings toward recipients of one's services.
- Reduced personal accomplishment -- a diminished feeling of competence and achievement in working with others.

### **Are the times changing?**

Yes, in terms of:

- Changes in universities and financial retrenchment in some institutions
- A move towards a pay-your-own way approach to higher ed
- Changing demands for scholarship – grants, pubs, tenure requirements
- Aging of the faculty
- The “me” generation

No, if you look at the literature on the academy and professoriate – information from the mid-90s is still highly relevant.

## **CAPCSD Survey: Our Own Experts**

In the fall of 2005, an e-mail was sent to the Council listserv with a request for program directors to complete an online anonymous survey related to motivational issues. In addition to demographics, the survey probed:

### Survey overview

- Perceived performance of faculty
- Satisfaction with own position
- Rating of own leadership skills
- Extent to which faculty motivation and satisfaction is believed to depend on program director
- Motivating factors (self and faculty)
- Reasons faculty leave
- Personal strategies for motivating faculty
- Program director questions about faculty motivation

### **Respondent profile**

N=39

Mean Years as Program Director = 9

Mean # Doctoral Faculty = 7.9

Mean # Master's Level Faculty = 6.4

Mean # Support Staff = 4.7

91.4% in state institutions

### **Profile continued: Students**

Mean # UG majors = 93

Mean # master's students = 47.8

Mean # Ph.D. audiology/hearing science students = 1.4

Mean # Ph.D. SLP/speech science students = 4.3

Mean # Au.D. Students = 10.29

### **Responses**

*Rated performance of faculty:*

57% excellent

41% good

*Satisfaction with own position*

Very 54%

Somewhat 39%

Neutral/unsatisfactory 5.4%

*Rating of own leadership*

Excellent 27%  
Good 73%

Clearly we are patting ourselves on the back...

*To what extent does faculty motivation and satisfaction depend on your leadership?*



Program directors who felt faculty's motivation and life satisfaction depended totally or to a great extent on them had fewer UG students, fewer master's students, fewer Ph.D. SLP students compared to those who felt faculty motivation only depended on them somewhat.

**Motivating Factors identified by > 50% (in order from most to least often selected)**

*Program Directors*

1. Productivity of those who work for me-86%
2. Appreciation of students-84%
3. Collaboration with colleagues-81%
4. Student success-81%
5. Appreciation of faculty-78%
6. Appreciation of administrators -65%
7. Pleasant physical and social environment-51-54%
8. Positive feedback on teaching-51%

*Faculty (perceptions of program directors)*

1. Appreciation of administrators – 81%
2. Financial compensation-78%
3. Student success-73%
4. Appreciation of students-73%
5. Positive feedback on teaching-73%

6. Collaboration with colleagues-68%
7. Pleasant physical and social environment-62%
8. Appreciation of faculty 62%

**“Other” motivators identified by respondents:**

*Motivators for Program Directors*

- Grants
- Program recognition and/or rankings and/or reputational status
- Student applications and admissions
- Associations/work with colleagues elsewhere
- Success of initiatives

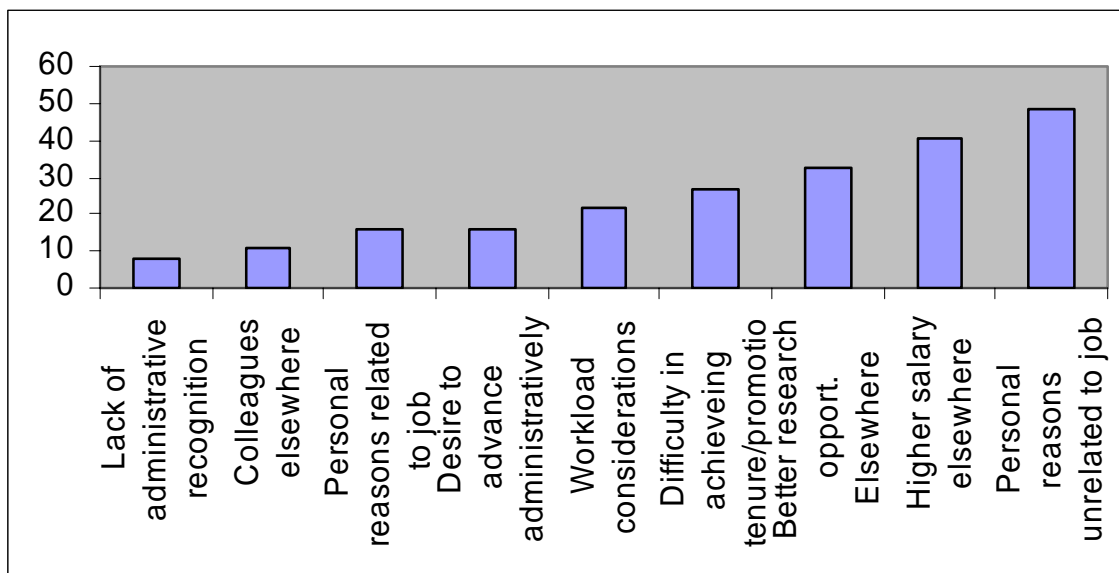
*Motivators for Faculty (as perceived by program directors)*

- Grants and external funding
- Autonomy
- Input or authority to make decisions
- Workload relief
- Publications

**Greatest gap between % indicating motivating factor for self vs. faculty**

- Financial compensation (more reported for faculty)
- Productivity of others (more reported for program directors)
- Teaching awards (more reported for faculty)
- Awards for scholarship (more reported for faculty)

**Why faculty leave**



### **Questions raised by respondents:**

- Getting faculty back on track w/ research
- Dealing with “me first” generation– keeping folks focused on team
- Dealing with life stages in the professoriate (motivating senior faculty, motivating associate professors)
- Excessive workload complaints
- Other: competition within faculty, getting faculty to do uninteresting activities, motivating faculty to be “happy with their lot,” increasing faculty presence on campus, motivating faculty to secure grants

### **Shared Strategies related to:**

- Positive feedback and recognition
- Creative rewards
- Listening, giving individual attention, MBWA
- Keeping system democratic
- Facilitating collaboration
- Empowering, giving responsibility
- Workload management
- Encouraging pursuit of own goals, finding own niche
- Providing quality social, interactional time
- Advocacy
- Modeling
- Retreats
- Keep administrivia away

(See Appendix A)

### **So how does this stack up against the literature?**

Very consistent with...

- Faculty development literature
- Research on work satisfaction and stress
- Self-study done at various institutions around the country
- Academic organizational literature
- Common concern in newer research is the health (physical and emotional) of employees (faculty or otherwise)

### **OSU Faculty Survey--Expectations and Resources**

- 2/3 feel expectations for teaching, service, and advising are “about right”
- 1/2 report a lack of resources and internal funding for scholarship and creative activities
- 1/2 or more show some signs of stress and burnout:

*Satisfaction and Engagement*

- Efforts to improve faculty's ability to integrate work and personal life could lead to higher levels of satisfaction and engagement, better health, and lower levels of stress and burnout. Factors:
  - Manageable workload
  - Supportive chair/director
  - Value and respect
  - Quality of work/life integration
- Particularly true for women and minority faculty

#### *Areas of High Leverage Organizational Impact*

- Affirming and strengthening role of deans and department heads in fostering work/life integration
- Providing resources, technology, and flexibility to alleviate stress and dissatisfaction associated with workload
- Developing programs and policies to address common dependent care and life cycle issues

#### *Similarities in Impact*

- All categories of faculty (including highly productive faculty) report:
  - Work/life issues and concerns
  - High levels of stress and burnout
  - Difficulty integrating work and personal life
- More prevalent among women, minorities and those with dependent care responsibilities

#### *Differences in Impact on Faculty*

Most findings are specific to rank and gender

- Male full professors are most satisfied with positions and ability to integrate work/life
- Associate professors are most dissatisfied with positions – particularly those in rank 15 or more years-highest stress/burnout
- Minority faculty particularly vulnerable
- Women are more dissatisfied with ability to integrate work/life issues
- Men are 2.5 times more likely to have spouse/partner available to assist with household/family responsibilities

#### *Dependent Care*

- 1/3 of women delay starting a family due to progress of academic careers
- Back-up child care cited as a strong need
- 2/5 of faculty indicate current or future adult care concerns
- Majority of adult care givers provide hands on care or manage financial or legal matters
- Many experience long-distance care giving issues
- Women more likely than men to report care difficulty of all kinds
- Male faculty more likely to have spouse/partner not working full time outside the home

### *Most Valued Work/Life Benefits and Programs (OSU)*

- Partner/spouse employment assistance
- Phased in retirement
- Domestic partner benefits
- Paid maternity/parental leave
- Emergency back-up child care
- Child/elder care referral
- Reduction of hours and salary in exchange for more personal time

In a model adapted by Bland, Collins, Goldstein, and Swan (1996) to address work at the University of Minnesota, a productive academic organization and thus a productive faculty is dependent on a mix of factors that include individual, institutional and leadership components.

#### *Individual Features:*

1. **Personal Motivation:** Driven to explore, understand, and follow one's own ideas. Believes he or she has a responsibility to advance and contribute to society through innovation, discovery, and creative works.
2. **In-depth Knowledge of Their Research Area:** Familiar with all major published works in the area, current major projects being conducted, differing theories, key researchers, predominant funding sources.
3. **Basic Research Skills as Well as Advanced Ones Applicable to Their Research Area:** For example, comfortable with basic statistics, study design, data collection methods, and with specific advanced statistics design and data collection strategies commonly used in their area.
4. **Socialization:** The process of learning the values, norms, expectations, and sanctions affecting established faculty researchers. Dominant values of scientists include, for example, serving society through objectivity, truthfulness, beneficence, and academic freedom.
5. **Advisor/Mentor Functioning:** A process of receiving assistance from and collaborating with established scientists, who teach beginning and mid-level researchers how to do research

and connect them with the relevant research establishment. Such help is tangible and specific, and occurs before, during, and after training.

6. **Work Habits:** The establishment of productive scholarly habits early in one's career. Evidence suggests that unless such habits take hold within the first five years of a junior faculty member's appointment, they are unlikely to be developed later.
7. **Professional Network:** The maintenance of contact with a network of research colleagues both within and outside the institution. These networks enable researchers to build their knowledge base, to critique and replicate work, to insure the quality of work in the field, to referee journals, and to make conference presentations.
8. **Productive Local Peer Support:** The productivity of peers sets the norms for others. Continued reinforcement and recognition of work by colleagues stimulates productivity. That is, the same researcher publishes more when placed among productive researchers than when in a department where colleagues publish less.
9. **Simultaneous Projects:** Evidence suggests that scientists are more productive if engaged in multiple simultaneous projects. If one project stalls or fails, another may prove successful, and faculty are thus buffered against the disillusionment that can occur when tackling a difficult research project.
10. **Sufficient Work Time:** Uninterrupted time to devote to scholarly activities. Productive research faculty should devote approximately 10-80% of their total time to research, with the ideal being about 40%.
11. **Orientation:** Productive faculty are committed to both external and internal activities. External orientation involves attending regional and national meetings and collaborating with colleagues. Internal orientation requires involvement within one's own organization, including curriculum planning, institutional governance, and similar activities.
12. **Autonomy/Commitment:** Productive researchers have academic freedom, plan their own time, and set their own goals. But they also have a meaningful role within their organization

and are valued as important contributors to the organization.

*Productive Environment Features:*

1. Clear Goals that serve a coordinating function: Productive groups have clear organizational goals and people within them who have articulated personal goals that are compatible with the organizational ones. Unit goals serve to coordinate unit activities as well as significantly influence the other characteristics of the environment such as recruitment, climate, and culture.
2. Research Emphasis (or emphasis on other unit priorities): The unit places priority on research or puts no less emphasis on research than on other goals. This emphasis or priority on research mission serves to bring together the climate, culture, resources, and faculty of high research potential as well as guide the communication, collaboration, and service responsibilities of the faculty.
3. Culture: The unit has a distinctive organizational culture that bonds members, provides a group identity with common values and practices, and provides a "safe" home in which to experiment.
4. Positive Group Climate: Productive units are more likely to have high morale and a positive climate. Indicators of a positive climate include: spirit of innovation, dedication to work, receptivity to new ideas, frequency of interactions, high degree of cooperation, low faculty turnover, good leader/member relationships, and open discussion of disagreements.
5. Assertive Participative Governance: Productive units have formal mechanisms and expectations for all members to contribute to decision-making, high quality information is readily available, members feel their ideas are valued and have a sense of ownership and role in the future of the organization.
6. Communication: Unit members have frequent, substantive (not merely social) impromptu and formal, inter- and extra-unit communication.
7. Resources: Essential resources include humans (colleagues, assistants, technical

consultants, graduate students, research knowledgeable leaders), time, funding, facilities, and libraries. However, the key feature to adequate resources is the members' perception of there being accessible, useable resources.

## 8. Size/Age Diversity

### *Leadership Factors:*

1. Leader serves as a role model
2. Leader serves as a resource
3. Leader builds supportive climate and shared vision and goals
4. Leader is a developer of career ladders and rewards
5. Leader is a creator of assertive, participatory governance

So...what are the themes to take away from this session as they pertain to (re)energizing faculty?

### **First, there are definitely life stages/seasons of the professoriate**

- Find out what senior faculty want and how that fits within the goals of the unit (Boyer, 1997)
- Recognize the seasons for the professoriate, and provide
  - Support for newest, non-tenured faculty, which is different from
  - Support for associate professors (often most unhappy with their plight)
  - Use senior faculty more effectively
  - Provide flexibility in career paths
- Recognize that health and burnout are intertwined
- Accept different styles (gender, minority, and career stage) and work creatively to find what enables each to best contribute to the greater good and to be individually productive
- It is critical to address career plateaus
  - Can be found in job, in university, in life
  - Career plateaus occur when:
    - Life gets too predictable
    - When there is no risk or challenge
    - When there is no change
  - Good administrator recognizes signs of plateaus and finds ways to encourage novelty

### **Second, it is critical to enable empowerment, autonomy, authority**

- Particularly important if/when the faculty and program may feel less engaged with campus initiatives, missions, directions.

- Assign responsibilities and truly get out of the way – but don't be arbitrary
- Promote a true democracy within the programmatic unit, one in which participation of all is equally valued and has an equal chance of having an impact.
- Particularly important if centralized university actions and philosophies seem to disempower faculty

### **Third, resources and rewards matter**

- Tangible and practical
  - Equipment
  - Furniture
  - Travel
  - Student assistants
- Workload reductions (more below)
- Time

### **Fourth, leaders must model desired behaviors and attitudes**

- Type of colleague you want your faculty members to be
- Attitude of support for others, collegiality
- Shared goals
- Sense that successes of others are appreciated and shared

### **Fifth, goals must be shared**

- Facilitate shared goal setting and development of shared action strategies
- Bottom up, not top down
- Proactive, not simply reactive

### **Sixth, workloads must be managed**

- Great concern about escalating workloads in the academy today
  - Younger/newer faculty must be protected
  - They feel pressures for scholarly productivity for tenure
  - They produce more work of lower quality (Boyer)
- Workloads and time need to be manipulated
  - Easier to do in larger departments
  - One recurring refrain is what is rewarding
  - At least one semester/quarter in which the teaching load is way reduced
  - Find ways for faculty to take sabbaticals
  - Change workloads – there is nothing worse than the “no end in sight” feeling of an overwhelming load
  - Ask what would make a difference

**Finally, consider a “wellness” approach to burnout (ERIC, ED 399-987)**

- Emphasizes development of optimal physical state
- Incorporates management of work environment
- Supports productive relationships with people
- And again, requires time management

**For Fun....**

**SUMMATIVE ENERGIZING INDICATORS—Take the challenge!**

If we were to speak privately to your faculty members today, would they say that they:

(0=no or 1=yes)

- 0 1 Are satisfied with their faculty positions?
- 0 1 Recommend the department and institution to other faculty members looking for positions?
- 0 1 Would accept a position at the institution again?
- 0 1 Feel a strong sense of loyalty to the department?
- 0 1 Feel valued and respected within their department and their chair?
- 0 1 Are glad their chair is their chair?

Score from your faculty? \_\_\_\_\_

*Interpretation*

- 6 Congratulations! Why aren't you at the beach?
- 3 Let's get you some help.
- 0 Time for a career change?

**General INSTITUTIONAL Energizing Supports (developed from CAPCSD survey, speakers' own experiences, and literature)**

- Competitive salary
- Attractive health and dental benefits
- Discipline/department perceived and treated well by administration
- Sufficient financial resources for travel and supplies
- Sufficient technology
- Sufficient administrative staff support
- Adequate work space and building
- Appropriate teaching load
- Extension of the tenure clock possible
- Department goals aligned with the direction of university
- Domestic partner benefits
- Opportunities for spouse/partner employment
- Paid maternity/parental leave
- Alternative child care arrangements possible, especially back-up care and temporary care when schools are closed

- Adult dependent care support
- Phased-in retirement

### Faculty Members' PERSONAL Energizability Factors

Intrinsically motivated to be productive

- Good knowledge base in the field and specialized expertise
- Strong professional network outside the department/program
- Supportive immediate colleagues/peers who are themselves productive and happy
- Self perception of success in integrating academic, personal, and family roles
- Take advantage of networking time to develop professional relationships with other faculty
- Emotionally healthy
- Physically healthy

### CHAIR/DIRECTOR/HEAD ENERGIZING ZAPTITUDE (0=no or 1=yes, from faculty perspective)

- 0 1 Chair does what is within his or her power to ensure the success of faculty members' work
- 0 1 Chair works to make work/life integration and high productivity compatible
- 0 1 Faculty members are valued by their chair for what they do best
- 0 1 Chair's expectations of their work are reasonable
- 0 1 Chair/director is supportive of personal and family responsibilities
- 0 1 Chair provides opportunities for faculty members to influence key decisions
- 0 1 Chair promotes opportunities for professional interaction among faculty members
- 0 1 Chair provides help and support for faculty careers and fosters an effective mentoring program
- 0 1 Chair advocates on behalf of the faculty whenever possible (and lets them know)
- 0 1 Faculty trust that the chair will unconditionally represent them positively when speaking to others
- 0 1 Chair meets the standards of productivity and excellence that he or she expects from others

Score from your faculty? \_\_\_\_\_

### Interpretation

- 11 Please volunteer to be on next year's program
- 5 No one is helpless and there's lots that can be done.
- 0 You need a major zap infusion before you can appropriately zap others

### ENERGIZING TRICKS UP THE CHAIR'S SLEEVE (high-leverage organizational impact)

- Keep cultural concerns in mind during the recruitment and hiring process
- Make a chair's overt and sincere oath of unconditional positive regard
- Keep individual scheduling and course preferences in mind
- Assign each person a portion of the academic year with a research focus and less/little/no teaching
- Birthday calendar and some fun and recognition of birthdays

- Give bad news in person and with care
- Say yes whenever possible
- Say no with a smile
- Listen attentively and actively
- Praise and thank leaders and producers
- Connect with partners/family/parents/kids
- Acknowledge stress and strain
- Attend weddings, funerals, etc.; send cards
- Encourage use of professional leaves for which faculty members are eligible
- Nominate someone for an award or recognition every time there's an opportunity
- Switch from voting to consensus
- Take time to write thoughtful annual evaluations
- Communicate about your advocacy work
- Have pictures of faculty kids on the walls
- Allow work from home
- Create a welcoming environment for kids on snow days and other parental times of hardship
- Hold annual retreats with time to focus
- Happy hours and social meetings without agendas
- Stop by regularly to say hello, check in
- Read faculty publications and be familiar with each one's work
- Ensure ongoing celebration of successes (in-person recognition at meetings, e-mails, press releases, etc)
- Special friendly inside humor, traditions, habits, code words, songs

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## Appendix A

### All Recommendations Re Motivating Faculty

#### Provided by Program Directors in Response to Online Survey

- ◆ Give positive feedback for relevant good deeds (articles, grants, service, teaching, etc.).  
Listen to their problems and answer them in SOME way, even if I can't do what they want exactly. Find opportunities that seem relevant to them that they might welcome (grants, service, etc.). Let each do their own thing, to the greatest extent possible (let them find their own best fit). Keep it a democracy, even when it seems easier and a no-brainer to just fiat/rubber stamp stuff – sometimes the faculty smile at the little stuff, but they know, I think, I won't surprise them by acting behind their backs.
- ◆ I ask each of them to be in charge of an important project that they enjoy...about every 2-3 years, then I give them recognition for that and a reward that they choose (within limits), such as new office furniture, an extra trip, lab item, etc. I also make sure that they receive credit from other administrators.
- ◆ Release time. Special assignments. Public recognition in meetings and in newsletters, etc. Merit money.
- ◆ Tell them they are appreciated. Congratulate them when a job is well done. Find ways to compensate them for travel.
- ◆ Collectively, we identify goals for the Program and personal goals/roles in accomplishing those goals. With progress and accomplishment comes public recognition for on-task contributions.
- ◆ I am able to rotate 9 credit "all graduate" workloads once per year to faculty working on the service, scholarly activity, and teaching excellence goals required for promotion.
- ◆ Reassigned time for research and other activities of importance (e.g., reduced teaching and other loads to support certain activities such as research, clinic direction and supervision).

Finding a “niche” for all faculty – getting each of them involved in the things they want to do, the things they do best, and the things the Department needs – and making it part of their assigned workload. Reinforce faculty contributions to the Department with merit raises, travel/professional development support. Arrange for faculty to work more closely with those colleagues with whom they prefer to work. Keep the “administrivia” and other hassles off their backs when possible. Informal encouragement and friendship, social reinforcement for good contributions to the Department. Consistency – avoid surprises, especially in tasks faculty don’t usually like.

- ◆ Giving significant travel money. Having lunches together when possible. Showing that hard work by the supervisors means that we have more income and can do more for the clinic, department and faculty.
- ◆ Opportunities for them to “lead” on projects, rotation of the responsibility of tasks and projects. Opportunities for them to feel successful at what they are doing, with internal and external recognition. A comfortable work environment where each is trusted to do his or her job, without watching their clock or micromanaging them.
- ◆ Sharing news of new publications/grants on internal e-mail. Working to set an example (I have a very young faculty).
- ◆ Verbal and written positive feedback – feedback is overtly shared with higher level administrators who then comment to the faculty (even at a much later point in time). Looking for ways to make the ‘daily grind’ more palatable. Often cannot do anything about the big things, but simple daily stuff can make people’s lives better (e.g., not worrying about running out of pencils). Provide as much financial support for continuing education as possible.
- ◆ 1) I keep them informed of administration decision, situations, etc. 2) I’m an advocate for my faculty with the administration. 3) I generally seek input from faculty/staff regarding dept. decision making. Committees generally come up with better decisions than an individual. 4)

I don't tolerate attitudes, and faculty know it. I demand mutual respect for all. Our university has a collegiality component to reappointment, tenure, and promotion decisions. 5) When possible, I attempt to lighten clinical loads when faculty have heavy research projects going on. 6) Within my abilities, I try to get faculty the equipment for research that they request as long as it is justified.

- ◆ Providing resources from the dept. and the university to support their work. Nominations by me of faculty for university level recognition. Release time for special projects.
- ◆ Frequent praise. Regular individual meetings. Visiting them in clinic, office, class to discuss their needs, progress, etc.
- ◆ Nomination for awards.
- ◆ Consistent specific positive feedback, two annual planning meetings or retreats that are well-planned for this purpose.
- ◆ Occasional faculty lunches out. MBWA (Management by Walking Around) – taking a very personal approach to faculty.
- ◆ Faculty retreat in the fall. Recognition of faculty accomplishments and service at faculty meetings. Support for attending professional development. Finding additional office resources (student, additional part-time secretary). Meet with faculty in conflict 1:1 to minimize festering. Purchasing dept. shirts from Foundation account. (Different strategies work for different people, so a variety are needed.)
- ◆ Serving as a role model – i.e., if I can be a productive teacher/researcher/clinician – and an administrator, then that sets a good example for faculty to follow.
- ◆ Try to facilitate individual achievement by capitalizing on strengths and not getting in the way of their initiatives but rather supporting them while also communicating the collaborative culture of a department as a team of individuals all unique and contributing in different ways.
- ◆ I try to maintain democracy in the department. I seek input from faculty on most major

issues. When we collectively make a good decision, we share the glory. When we make a poor decision, no individual, including the chair, bears the blame for the consequences. I promote as much autonomy as possible among faculty and encourage them to pursue their research interests. My only stipulation is that each faculty meet his/her obligations in teaching and administrative duties. I strive to maintain an atmosphere in which faculty can do their work and exercise their creativity. This often entails shielding them from useless bureaucratic tasks that come our way from the administration. Finally, I consider it my duty to be an advocate for each of my faculty. I see my role more as a representative of faculty to the administration than vice versa.

- ◆ Letting them know, in personal meetings if necessary, that I am there for them. That I will always be honest with them, but my only goal is for them to be successful in this job.
- ◆ Recognizing their contributions. Providing support for professional development.
- ◆ Provide liberal funding for attending workshops and conferences, provide PI's on grants with significant portion of salary buyouts to fund a variety of activities (books, furniture, travel, etc.). Retreats (used sparingly, since these are double edged).
- ◆ Provide good travel and equipment funds.
- ◆ 1) Finding additional funding for "extras" such as paying yearly ASHA dues, additional travel or meeting opportunities, new technology, etc. 2) Continual positive support, helping them address the challenges that occur. "There is always a way" to accomplish what we want. 3) Appreciation of family needs/time, with leave time, support with ill children, small nursery at work. 4) Showing them that they/we can excel on campus, in state activities, and nationally. 5) Addressing the future in our programming needs (adding a preschool program, more EI, more work with the med school, etc.).
- ◆ Regular communication about information from administration and college-level activities. Regularly listening to their concerns or complaints, even if I cannot make requested changes.

- ◆ Nominations for recognition awards. Support, reassigned time. Thank you notes. Party at my house.
- ◆ Encouraging collaboration. Meeting with junior faculty to review progress and set goals.
- ◆ Individual discussions with faculty. Reduction of teaching load for productive faculty. Appreciation of work by Chair.
- ◆ 1) Notes of appreciation; 2) social hours; 3) collaborative research projects; 4) encouraging innovative teaching strategies; 5) enough budget/time to purchase technology, materials, and time/support for research.
- ◆ 1) Shared decision making on important issues; 2) shielding faculty from much administrivia; 3) cheerful drops-in to chat informally; 4) sharing successes of faculty and students (via e-mails and public postings); 5) annual meetings with individual faculty members with dean.