

University of Iowa Office of the Provost Resource Series

Strategies for Supporting Senior Faculty

Senior Faculty	
Career Development	<ul style="list-style-type: none"> • Annual reviews: identify progress, provide substantive feedback, encourage professional growth and development. • Peer reviews: every 5 years post-tenure. • Have a conversation about the faculty’s goals and aspirations for development at least annually and discuss potential ways to support. Note that each faculty defines success differently (e.g., research, teaching, leadership, mentoring). • For the goals that align with departmental needs, see if support can be provided (e.g., training, time, Investment in Strategic Priorities). For others, discuss ways to advance their goals (e.g., short term allowances, off campus assignments). • Make time to hear the faculty’s concerns. Ask if the faculty has potential solutions or would want to work on addressing the issue with you or others in the unit • Provide information about faculty development workshops they may be interested in. Below are some topics mentioned in focus groups: <ul style="list-style-type: none"> ○ supervising, mentoring, having difficult conversations, setting boundaries ○ human resources, hiring, conducting annual staff reviews, developing performance improvement plans, disciplinary strategies ○ time management, change management, institutional effectiveness, strategic planning ○ budgeting, finance, operationalizing policies (e.g., what you can actually do when people are not following policies) ○ personal wellness and supporting wellness for others ○ supporting individuals of varying abilities • Connect the faculty with the External Awards and Recognition Office

- [Clinical Track]**
- Discuss potential pathways and how to move forward (e.g., moving away from clinical work).
 - Ask whether they would be interested in mentoring other CT faculty to answer questions specific to Clinical Track (e.g., navigating system, what formal positions are available).
 - Identify resources to support the developmental needs of the CT faculty (e.g., leading meetings, building resilience of staff, engagement opportunity). Identify a time when all clinicians can attend for developmental meetings.
- [Instructional Track]**
- Discuss what support would be needed to advance/innovate teaching (e.g., to take the courses to the next level, develop new course). Such support may include time to develop a course, having a grader, resources, and connection to services (e.g., technology).
 - Present development opportunities important to ITF (e.g., workshop, certificate program) and encourage participation (if possible, provide support – e.g., time release)
- [Research Track]**
- Support participation in skill development (e.g., HR-hiring, supervising and evaluating staff, staff development, team management). RT faculty may need resources or time.
 - If faculty is engaging in activities other than research (e.g., contributing to department, development, lectures), consider ways to recognize them.
 - Support networking at national level (travel, build reputation, external reviewers for promotion) to help advance their research.

<p>Teaching</p>	<ul style="list-style-type: none"> • Ask what IT support the faculty may need to advance teaching. • Provide information and resources that support advancement in teaching such as TILE classrooms (e.g., workshops, teaching conferences, mentorship, certificates, build program). • Identify faculty’s added contributions to teaching (e.g., large class, restructuring courses, mentoring teaching assistants) and discuss ways to recognize these efforts. • Identify faculty who are contributing to student success and positive experiences to recognize or provide additional support (let them know that these activities are valued). • Provide resources to support student mentoring: Student Care and Assistance program; UI Support and Crisis Line 	<p>[Instructional Track]</p> <ul style="list-style-type: none"> • IT faculty are at forefront of teaching and student services/support. Ask what resources are needed to better support them (e.g., resources to support students). • Inform the faculty about the Faculty Learning Community “Cognitive Support for Student Learning” (mostly consists of IT faculty) where they exchange ideas and peer support. • Connect the faculty with Distance and Online Education professionals (helpful for both online and in-person teaching). • Discuss various ways to evaluate teaching (other than the ACE). Consider observations and peer evaluations. <p>[Research Track]</p> <ul style="list-style-type: none"> • Provide information about and resources for staff/student development.
<p>Research/ Productivity</p>	<ul style="list-style-type: none"> • Ask what roadblocks exist to advance and expand their research (e.g., time/service, opportunity, connection, funding). Senior faculty often identify lack of sounding board in their units. • Connect the faculty to research support resources within the college and university (e.g., support on grant administration, hiring). E.g., Research at Iowa • Support the faculty to expand collegial relationships inside and outside the institution to advance research leadership. • Encourage participation in research-related services such as serving on grant review panels. 	<p>[Research Track]</p> <ul style="list-style-type: none"> • Discuss the potential for or challenges associated with switching tracks. • Ensure strong research support. Ask what support is needed. <p>[Instructional Track]</p> <ul style="list-style-type: none"> • For those engaging in research, identify support needs.
<p>Service</p>	<ul style="list-style-type: none"> • Encourage service for national and international associations. Discuss the benefits of them representing the university. • Discuss various ways to contribute to the institution that can also help them advance their careers. Provide options if available. • Consider creating a mechanism for senior faculty to formally serve as a mentor to other faculty members. • Recognize contributions made by the faculty that do not fit into major categories (e.g., program coordinator). • Open the doors for communication and ask for input: “What do you think is going on?” “What do you think should change and how?” • “Hidden contributions”: Ask the faculty what they do that people may not be aware of but are contributing to the department/university. Consider ways to recognize such efforts. 	<p>[Clinical Track]</p> <ul style="list-style-type: none"> • Be sure to provide needed resources if you ask them to lead initiatives. • Identify service activities that can help the faculty get national or international recognition. <p>[Instructional Track]</p> <ul style="list-style-type: none"> • IT faculty are often involved in student-related activities and initiatives on campus. Discuss ways to acknowledge faculty’s participation in campus-wide committees and initiatives related to teaching.

<p>Leadership</p>	<ul style="list-style-type: none"> • Discuss engagement as opportunities to learn and grow. If the faculty aspires leadership roles, encourage and support to explore options. <ul style="list-style-type: none"> ○ Discuss ways to enhance national reputation through leadership roles. Help develop leadership development plan. ○ Identify potential leadership role for the faculty that align with departmental needs (e.g., lead training grant, fellowship program, mentor junior faculty). • Encourage the faculty to participate in leadership trainings. Most senior faculty are already in leadership roles (e.g., supervising students, directing, chairing) and developing their skills benefit others while opening the door for the faculty for new opportunities. • Provide a list of leadership training opportunities. Some national programs provide funding to pay for faculty time. • Identify “grass roots leaders” Ask how you can support their efforts or identify ways to institutionalize such efforts. • If the faculty is currently in leadership position, ask whether they would be willing to mentor others in leadership development. 	<p>[Clinical Track]</p> <ul style="list-style-type: none"> • Discuss support needs of CT faculty in facilitating leadership development (e.g., time, opportunities, connections). • Discuss support needs on developing succession plans if applicable (e.g., what can be taken off plates, mentoring others). <p>[Instructional Track]</p> <ul style="list-style-type: none"> • Identify a committee the IT faculty can chair and use their expertise for (e.g., curricular, student-related, accreditation, admissions, student mentoring, career events). • Discuss potential leadership opportunities through professional associations for instruction and determine needs (e.g., travel cost, time). • Identify additional leadership opportunities for IT faculty (e.g., presentation on science of teaching, provide teaching support/guidance to TT and CT faculty serving as a ‘to go person’ on teaching). Identify ways to acknowledge such contribution (formal system or program that can be highlighted in reviews), recognizing them as experts in teaching. <p>[Research Track]</p> <ul style="list-style-type: none"> • Discuss aspiration for leadership positions and potential ways to assume such roles while engaging fully in research. • Identify leadership opportunities directly related to grant/research.
<p>Community Building</p>	<ul style="list-style-type: none"> • Provide opportunities for faculty members to connect with other faculty within and outside of the department and college to build a sense of community and culture. • Provide information on UI programs and resources that support work-life balance. <ul style="list-style-type: none"> - UI-HR: Elder Caregiving Resources - UI-HR: Workplace Flexibility - Well-Being Resource Guide - Employee Assistance Program (EAP) - Crisis Support: UI 24/7 Crisis Line • If applicable, provide information on retirement and related resources. Encourage the faculty to attend the Retirement Seminar offered by the provost office. 	