Hallmarks of Successful Campus Models – Based on COACHE Research

Nature of Work

1. Faculty Research and Creativity:
   - Leadership on research support comes from the top
   - Formal offices and programs support faculty research, including: grant support, internal grants, colloquia, workshops and seminars
2. Teaching:
   - Expectations for teaching clear from the point of hire
   - Faculty recruited with demonstrated devotion to teaching
   - Faculty members have say in which courses they teach and course content
   - Grants provided for pedagogical innovation and development (usually through center for teaching and learning)
   - Recognize excellence in teaching
3. Service
   - Service identified as part of institutional mission
   - Service expectations clearly articulated in handbooks, guidelines, etc.
   - Course release time provided for service leadership positions

Resources and Support

1. Equity in distribution of space and resources within a department
2. Staff hired to provide work-life services
3. Written policies (which are communicated to everyone) provide clarity, consistency and transparency concerning work-life balance (parental leave, dual-career hiring, early promotion and tenure, etc.
4. Additional accommodations (childcare, lactation rooms, flexibility, etc)
5. Phased retirement options

Interdisciplinary Work and Collaboration

1. Faculty and administrators openly recognize salience and importance of interdisciplinary, including: cognitive connections among disciplines; team collaboration; research domains bridged to form new disciplines or sub-disciplines; and problem orientation (researchers from multiple disciplines work together to solve a problem)

Mentoring

1. Ensure mentoring for assistant and associate professors.
2. Promote mutual benefits for mentee and mentor alike.
3. Mentoring that meets individuals' needs – providing multiple paths to mentors on faculty's own terms.
4. Transparency important to women and faculty of color so written, department-sensitive guidelines helps mentors/mentees
5. For underrepresented faculty groups, find mentors with similar backgrounds (which may include using mentors from other departments)
6. If possible, reward mentors through stipends, course release or other avenues of recognition
7. Evaluate quality of mentoring (with both mentors and mentees part of the process).

Tenure and Promotion

1. Be direct with faculty (starting with interviews) regarding promotion and tenure expectations and reinforce in writing and discuss in orientation
2. Provide definitions of components considered in promotion/tenure of things like collegiality, outreach and service and identify how they will be measured
3. Provide written information about where to find everything needed regarding tenure and promotion processes
4. Conduct year-long faculty orientations and workshops to support effective teaching and research throughout years as assistant and association professors
5. Host Q&A sessions or provide other venues where pre-tenure faculty can safely ask difficult questions
6. Teach department chairs to deliver plenty of feedback – annually and more thoroughly in third or fourth year reviews. Written summaries are particularly important to women and underrepresented minorities.
7. Provide sample dossiers to pre-tenure faculty and sample feedback letters
8. Ensure open doors for early-career faculty to chairs and senior faculty members in the department
9. Be cognizant of the workload placed on associate professors
10. Provide mentors

Appreciation and Recognition

1. Have mechanisms in place to ensure that faculty contributions are being shared with leaders and colleagues.
2. Cultivate a culture of recognition by creating ways for students, faculty and leaders to aggregate and highlight accomplishments of faculty.
3. Chief academic officer should get to know the faculty in a variety of forums (brown bag lunches, workshops, etc)
4. Deans and chairs should make opportunities to showcase faculty work, share kind words, etc.
5. Celebrate faculty work at some point every year.
6. Provide department chairs with guidelines to form nominating committee of two faculty (rotating) responsible for putting forward colleague's names for recognition.

Retention and Negotiation

1. Based on COACHE results, suggest improvements for chair training and development in the handling of faculty intent to leave
2. Identify any renegotiation patterns or pressures with respect to disciplinary cultures, gender and URM status
3. Educate Deans and Chairs about efficacy of "home field advantage" in preemptive retention actions and counteroffers
4. Provide fundable propositions for interactions with foundations
5. Create compelling cases to donors in the name of retaining the best and brightest talent
6. Offer poignant anecdotes – backed by sound research – in support of apprirations requests to the legislature

Institutional Leadership

1. Share COACHE and other results across campus (even if ratings are low). Embrace reality and promise changes,
2. Ensure that resources are allocated effectively to support changes in faculty work, including guidelines for tenure/promotion,
3. Be transparent – especially about changes to institutional priorities and resource allocation
4. Consistent messaging is pivotal to strong leadership
5. Priorities must be communicated visa multiple channels, media and venues. Develop communication plan that considers how all faculty get information. Provide consistent, well-designed management training for institutional and department leaders.
6. Provide Chairs with a "Chair Handbook" and web portal with "one stop shopping" on mentoring strategy, career mapping tolls and access to advice from peers.
7. Create opportunities for chairs to convene to discuss best practices, innovations and shared struggles and then invite them to share results with senior administrators

Shared Governance

1. Develop and publish clear guidelines for governance that detail decision-making processes and articulate the specific roles and responsibilities of everyone.
2. Foster a culture of transparency around decision-making.
3. Design governance practices that promote interactions across different stakeholder groups.
4. Adopt governance practices that invite broad participation.
5. Encourage candid expression of diverse perspectives on institutional issues
6. Build internal leadership capacity
7. Start a conversation about the effectiveness and efficiency of existing governance practices
8. Celebrate results

Departmental Engagement, Quality, and Collegiality

1. Chairs are well-served to pay attention to departmental collegiality. They should keep their doors open so faculty can stop in and chat about departmental issues. They should also drop in to offer help
2. Be conscious that those in the minority (gender, race, age, subfield, political view, etc) are not marginalized in the department
3. Create forums for faculty to socialize
4. Foster departmental engagement, quality and collegiality by hosting social gatherings once or twice a month.
5. Convene forums for faculty to work together to discuss research, pedagogy, technology, etc
6. Provide chair training for providing feedback for all faculty groups
7. Discuss vitality of the department by using COACHE and other analyses to keep matters from becoming over personalized
8. Be an advocate for faculty participation in activities in campus center for teaching and learning
9. Use department meeting agendas as opportunities for generative thinking