

Seven Simple Suggestions to Enhance Faculty Well-Being^a

1. **Schedule Community Time.** On university and college calendars give faculty an opportunity to regularly get together to hold face-to-face departmental meetings or do other service work. Schedule days *within* the yearly calendar expressly for faculty development activities.
2. **Create Community Spaces.** In the design of new buildings provide comfortable places for faculty, staff, and students to meet. When buildings are renovated, teardown walls to open up new community spaces for departments and other groups of faculty. Improve faculty offices to make them more attractive places to work privately or with small groups of students or colleagues.
3. **Develop & Support Departments.** Take departments more seriously by training chairs, redesigning their work, paying them more, decentralizing planning and budgeting, and expecting higher quality performance from the faculty they lead.
4. **Redefine Faculty Work.** At the school-level, eyes wide open, examine the actual day-to-day work of faculty, then based on these data, redefine faculty work and improve ways to assess, recognize and reward it.
5. **Decrease Busy Work.** At the department level, do a faculty work inventory. Then ask faculty to rebalance the quantity and quality of their work (e.g., decrease quantity by 10% and increase quality by 20%).
6. **Give Preemptive Sabbaticals & Leaves.** To counter "feeling stuck" establish active reciprocal agreements with other institutions within the United States and abroad for faculty exchanges. Redesign sabbatical and leave programs to make it possible for a higher percentage of faculty to renew themselves more often. Give leaves and sabbaticals *before* faculty need them.
7. **Monitor Faculty Well-Being.** Start and fund a standing committee on faculty well-being. The higher-order goal of this committee should be to improve faculty vitality and morale. To accomplish this goal, the committee should a) annually measure faculty well-being at the level of departments and above, b) evaluate programs of faculty development, and c) suggest specific interventions to sustain and improve faculty vitality. Be prepared to start similar committees for administrators and staff.

^a Suggestions derived from interviews of faculty at teaching-centered colleges (Walker, 2002) and results of national surveys of faculty (Menges et al, 1999).