

Faculty Development Council Minutes
September 25, 2020
3:00-4:30pm

Council Members Present

Ozan Akkus
Diana Bilimoria (Chair)
Don Feke
Adrienne Fletcher
Jessie Hill
Anthony Jack
Deborah Lindell
Julia Roberts
Chuck Rozek
Usha Stiefel
Victoria Wright

Council Members Not Present

Ronald Occhionero

- Diana Bilimoria called the meeting to order at 3:00pm.
- Introductions were made to welcome new representatives to the committee.
- Don Feke asked the Council to think about the structure of Faculty Development for a future topic.
- Julia Roberts gave an update on the Office of Faculty Development.
- Diana responded to the request for faculty development needs and the goals for the Council. The Faculty Development Council was formed in response to feedback received from the 2010 faculty climate survey and the University's strategic plan at the time.
- What should the goals and the mission of the faculty council be? Specifically cross-campus data gathering at individual Schools, provide the experience of faculty, their hopes and needs in communications with the administration.

Diana shared that the Faculty Development Council was organized in 2011 to support the vision of the University which calls for developing a strong and vibrant University faculty by:

- Recruiting and retaining outstanding faculty
- Recognizing and rewarding excellence
- Offering high quality mentoring
- Developing faculty career opportunities

The mission of the Faculty Development Council is to provide a comprehensive framework for faculty development initiatives across the University and support campus-wide priorities for strengthened faculty recruitment, advancement, retention, and performance.

- Create a consistent and intentional approach to faculty development across the University
- Bring issues of faculty concern/opportunity to the attention of University administration
- Recommend relevant campus-wide initiatives to appropriate faculty governance bodies and University administration

- Victoria Wright noted that these goals are great because they have stood the test of time while the strategy associated with the goals could be updated.
- The council discussed improvements and additions to the goals of the FDC, and agreed upon adding:
 - “Developing an anti-racist, diverse and inclusive campus culture.”
- A question was asked: What are the resources available to support these goals?
- The mission of the FDC is to develop policy guidance and recommendations to the Provost’s Office, which is often informed by the faculty climate survey that is conducted every 3 to 4 years. In the past, many areas of concern for the Council were determined from the results of Faculty Climate Surveys. Faculty development programs such as the Asian Faculty Association Leadership Program, Mentor Fellows Program, To Tenure and Beyond Program, and the What’s Next Program were developed in the past few years in part because of the results of the faculty climate survey.
- The Council recommends that a new faculty climate survey be conducted soon; the last faculty climate survey was conducted in 2017. It was noted that the Faculty Senate Committee on Women Faculty asked to mandate a regularly conducted faculty climate survey in the Faculty Handbook. Council members discussed that the current academic year may be a difficult time to offer a faculty survey due to Covid-19.
- The question of how this Council can help faculty think about anti-racism was raised. What are ways that faculty can demonstrate that they value and enact an anti-racist environment? It was suggested that a standardized CV template with a section devoted to supporting diversity and inclusion would be a good way to highlight faculty efforts in this area and make the work that is being done more visible. This would need to be updated in the Faculty Handbook first. A question was raised about whether activities in support of an anti-racist, diverse and inclusive environment should be considered for tenure and promotion.
- The CAS Faculty Development Committee is working on mentoring plans. Input from the Council was requested on guidelines for making mentoring programs consistent across departments and encouraging cross-department mentors. Discussing mentoring across the University was suggested for a future topic of discussion for the Council.
- Mentoring at every level of faculty has been of high importance at the University. Previously the Council had recommended the following as opportunities to improve mentoring at the university:
 - Encourage more accountability for mentoring of pre-tenured faculty from Deans and Department Chairs.
 - Engage the Faculty Senate in creating a process for developmental reviews of associate professors after the tenure process, aimed at promotion to full professor.
 - Develop a category for five year career goals in faculty annual reports.
 - Provide improved support for professional development of non-tenure track faculty.
- The Faculty Handbook pg. 54 section 4 details the mentoring policy. It was suggested that this is an area of the Handbook where diversity and inclusion could be added.
- Suggestions for improving mentoring on campus included mentoring across schools, better ways to incentivize mentoring, and specific plans for meetings and pairings. Usha Steifel indicated that she had developed a robust mentoring program in the School of Medicine, but less than half of the junior faculty took advantage of the opportunity. Diana shared that research shows that mentoring programs tend to be resource intensive, and they often do not succeed since there is an underinvestment in resources expended to implement and manage the program, and because the program is a one-off program that is plopped in, rather than embedded in a culture of mentoring and development.

Research also indicates that mentoring programs with a finite duration, voluntary participation, and a focus on creating a more systemic process of faculty development tend to be successful.

- The suggestion of special occasion mentoring (speed mentoring event) was raised. Diana brought up that successful speed mentoring events were conducted previously in the University for junior faculty and doctoral students.
- Diana encouraged Council members to support improved mentoring in their schools, and to take on the role of a change leader in their respective units.

The meeting was adjourned at 4:30pm.