

Medical Center Faculty Senate
Executive Committee
ad hoc sub-committee on faculty survey
As Amended by the Faculty Senate
February 3, 2010

December 3, 2009

Members present: Robert Burke, Ray Lucas, Dante Verme, Arnold Schwartz

The subcommittee would like to acknowledge the efforts and hard work of the Committee on Faculty Support Services and Professional Development for administering and analyzing the faculty survey. We recognize the limitations of the survey and largely agree with their analysis and recommendations. However the sub-committee feels more explicit and “action-oriented” recommendations would be more useful to present to the medical center administration that addresses faculty needs identified in the survey.

1. The Medical center should re-institute a formal faculty orientation program that is permanently scheduled and required by all new faculty during their first year of service. It should be offered at least twice between July and January of the academic year. There should be a combined orientation for all faculty in the SMHS and SPHHS followed by school specific orientation. Department level orientation would be less formal and done by the department chair. All faculty should be invited to this orientation but it would be required only of first year faculty.
2. A web-based faculty handbook needs to be devised as a companion to orientation and it should be updated by the faculty affairs office yearly. It should be comprehensive and should include information on promotion and tenure, policies, procedures, and the faculty code. This web based handbook should also be the “go- to” resource for common questions related to teaching and research duties of the faculty. (i.e. a technical resource for teaching and research)
3. The annual faculty report form and process should be revised to be become more meaningful. A “one size fits all” form may not be appropriate across schools, the MFA , basic sciences and health sciences programs. It should be less of a “report” and more of a process to ensure each faculty member’s professional development needs are met – including most areas addressed on the faculty survey. The process may occur at the discretion of the chair on a semi-annual basis between the department chair and junior faculty in their first several years of service. Examples of things that could be included: a) describe your specific plans for the upcoming year to work towards the next level of academic promotion b) Are you a mentor or mentee and is the process working for you? c) documentation that the faculty member has been given a copy and understands

APT criteria d) opportunities to express needs for research or instructional support specific for that faculty member. Department chairmen are pivotal in this role; some may need training and support in fulfilling this role.

4. A more formal approach to mentoring needs to be developed recognizing that mentoring needs are highly variable to each mentee. The annual review process would ideally identify individual needs. Departments or schools should consider mentoring committees (they currently exist in some SPHHS departments) charged with making sure that mentoring process is adequate for faculty in their area. The medical center should invest in a “train the mentor” program for more senior faculty. We should consider including demonstration of competency as a mentor in the promotion criteria from the associate to full professor level.
5. The Associate Vice-president for Faculty and Educational Resources should be charged with creating a “faculty development resource center” or position. The sub-committee recognizes that there are many existing faculty support programs (library programs, IRB forum, faculty development workshops, center for innovative teaching and learning programs, etc) that already address many of the concerns raised in the faculty survey. However they are often poorly attended and are not always reaching faculty that need them. The faculty development center should understand these internal and external resources and be a focal point to match them up with faculty. Faculty may use this resource in preparing their annual report and individual needs identified in the annual report process that cannot be met at the department level should be referred to the faculty development center for assistance.

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