



Holistic Faculty Development: Philosophy and Implementation

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DEVELOPMENT*

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Philosophy

Recognize and reward the inclusive, comprehensive range of faculty activities that constitute the basis of higher education.

- ❖ Student success
- ❖ University community and governance
- ❖ University reputation and rankings
- ❖ Public engagement (democracy)

Re-visioning the Professoriate:

Critically examine taken-for-granted ideals regarding faculty careers and what counts.

Broaden and complicate a culture of discipline-focused, “discovery” research memorialized through individual (competitive) faculty products.

Develop practices, policies, and capacities for encouraging and evaluating comprehensive faculty careers.

Diversity, Equity, and Inclusion:

Recognizing and rewarding comprehensive faculty careers acknowledges and corrects for long-standing barriers to advancement for women, faculty of color, and faculty centrally engaged in mission-focused activities.

This is especially relevant as universities increasingly embrace a DEI mission without critically examining the ways in which women and faculty of color are expected to do the heavy lifting of integrating that mission through ongoing contributions that don't count toward advancement.

Faculty Promotion Standards:

- ❖ Incentive structures.
- ❖ Guide career planning.
- ❖ Focus energy and commitment.
- ❖ Often result in tension between mission-focused activities and traditional career expectations.

Implementation:

- ❖ Policies and Practices (Strategic Directions)
- ❖ Training Mentors
- ❖ Training Evaluators
- ❖ Mentoring Faculty

Policies and Practices:

Strategic Directions Goal 2:

Faculty Development and Scholarly Enrichment

- ❖ External Letters of Evaluation (under revision)
- ❖ Promotion File Guidelines (under revision)
- ❖ APRs (under revision)
- ❖ Assessment of Faculty Teaching (to be revised)
- ❖ Post-tenure review process (to be developed in alignment with HFDP)
- ❖ Culture: identifying, supporting, and celebrating broad range faculty contributions

Mentoring Faculty:

- ❖ What is a Holistic Faculty Development Plan (HFDP)?
- ❖ When do I begin working on it?
- ❖ Where do I go for mentoring and support?
- ❖ Does someone authorize it?
- ❖ Can I change it?
- ❖ What is the difference between my HFDP and my promotion file statement?
- ❖ How long should the file statement be?

What is Holistic Faculty Development?

INTENT

- ❖ Post-tenure systematic focus and planning for integrated professional development and intentional contribution in specified domains.
- ❖ Encourage formative conversations between faculty, deans (and where relevant, other faculty development personnel, e.g., chairs, associate deans).
- ❖ Establish a specified reference basis for annual performance evaluations.

A Holistic Faculty Development Plan:

- ❖ Is initiated in the first year post-tenure.
 - ❖ Where applicable, it can be included in sabbatical planning.
- ❖ Is intended to be a dynamic, work-in-progress.
 - ❖ Propose, practice, reflection, revise.
- ❖ Includes consideration and systematic development around:
 - ❖ Faculty passions/expertise.
 - ❖ Identified communities of practice.
 - ❖ Alignment with SU mission.
 - ❖ Alignment with SU professional responsibilities and opportunities.



Identifying “Communities of Practice”:

- ❖ Who/what are the professional audiences in your head?
- ❖ Where/how do you aspire to have impact? How would you demonstrate that impact?
- ❖ What contributions are you already making that you think don't count; how might you develop these?

FAQ: Do I Have to Do Everything?

- ❖ Teaching excellence is baseline.
 - ❖ It is understood that faculty engaged in senior administrative leadership may not have been teaching in recent years.
 - ❖ Such faculty should prepare to address their leadership contributions to the SU teaching mission.
- ❖ Evidence of ongoing, intentional professional development and contribution in one or more areas as described in the revised guidelines.

Sample Scenarios:

Case 1: Teaching + scholarly record of accomplishment evidenced by discipline-based products + demonstration of institutional service/citizenship.

Case 2: Teaching + significant institution building grounded in scholarly expertise + evidence of ongoing scholarly engagement (not discipline-based products).

Case 3: Teaching + evidence of high impact community engagement/public engagement + integration in related SU activities and reputation.

Sample Scenarios Continued:



Case 4: Teaching + evidence of applied scholarship with impact + integration in related SU activities and reputation.

Case 5: Teaching + evidence of significant curricular and related student success activities + evidence of sharing in relevant community, public, or scholarly venues.

Case 6: Connection to teaching mission (e.g., mentoring teaching faculty) + significant institutional leadership + evidence of ongoing professional development.

How will evaluators assess faculty's portfolios holistically?

Criteria:

- ❖ Evidence of systematic development.
- ❖ Evidence of a strongly articulated expert/interest focus.
- ❖ Evidence of strong engagement of focus within specific community(ies) of practice.
- ❖ Evidence of “impact” through documented artifacts relevant to the community(ies) of practice.