



*I Like the New Guidelines!
But How Do I Create A Holistic Faculty
Development Plan?"*

CO-SPONSORED BY SU ADVANCE AND THE CENTER FOR FACULTY
DEVELOPMENT

JODI O'BRIEN AND JEAN JACOBY

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Workshop Overview:

I – Faculty Activities Inventory

II – Undervalued Scholarship

III – What is Holistic Faculty Development?

IV – Writing Reflection

Summary of the SU Faculty Activities Inventory:

- ▶ Disconnect between vibrant mission-focused faculty activities and traditional academic categories of work.
- ▶ Service is a misnomer.

Curriculum & Program Development	Student Support	Governance & Institutional Processes	Campus Leadership & Mission Integration	Colleague Mentorship & Support	Admin Duties	Contribution to Professional Community	Community Engagement
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Historically Under- Valued Faculty Activities:



Undervalued scholarship



Community engagement and public-oriented scholarship



Faculty administrative leadership (institution building)



Diversity and inclusion work



Women faculty and faculty of color are over-represented in all of these activities.

Re- Imagining Evaluation of Holistic Faculty Activities:



Insufficient methods for evaluating a broader range of activities.



A tendency to use “one size fits all” methods.



Over-reliance on standardized assessment tools and single-item measures.



Inexperience in differential assessment.



Inexperience in reading portfolios holistically.



Preamble for The Seattle University Revised Guidelines for Promotion to Full Professor

“These guidelines constitute the basis for instructing faculty, faculty mentors, faculty administrators, and review committees in an integrated, holistic assessment of faculty careers and contributions that include a range of activities reflecting intentional faculty development and contribution.”

These HFDP Faculty Workshops:

- ❖ Are planned in collaboration with the Center for Faculty Development and designated College/School liaisons.
- ❖ Will include a focus on:
 - Identifying sustainable foci within specific communities of practice (which can include multiple threads, e.g., disciplinary domain and institutional leadership).
 - Identifying potential contributions.
 - Integrated planning to align with both SU responsibilities and professional development.
 - Identifying “artifacts” to serve as “products” and providing documentation of contributions.
 - Practicing ongoing communication, reflection, and revision around the HFDP.

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.

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.

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.

Writing Reflection Exercise

How would you begin to articulate your HFDP?

- ❖ What would be your areas of emphasis?
- ❖ How would you articulate alignment with your own professional development, communities of practice, and university mission?
- ❖ What would you imagine to be possible forms of artifacts that serve as evidence of contributions?