

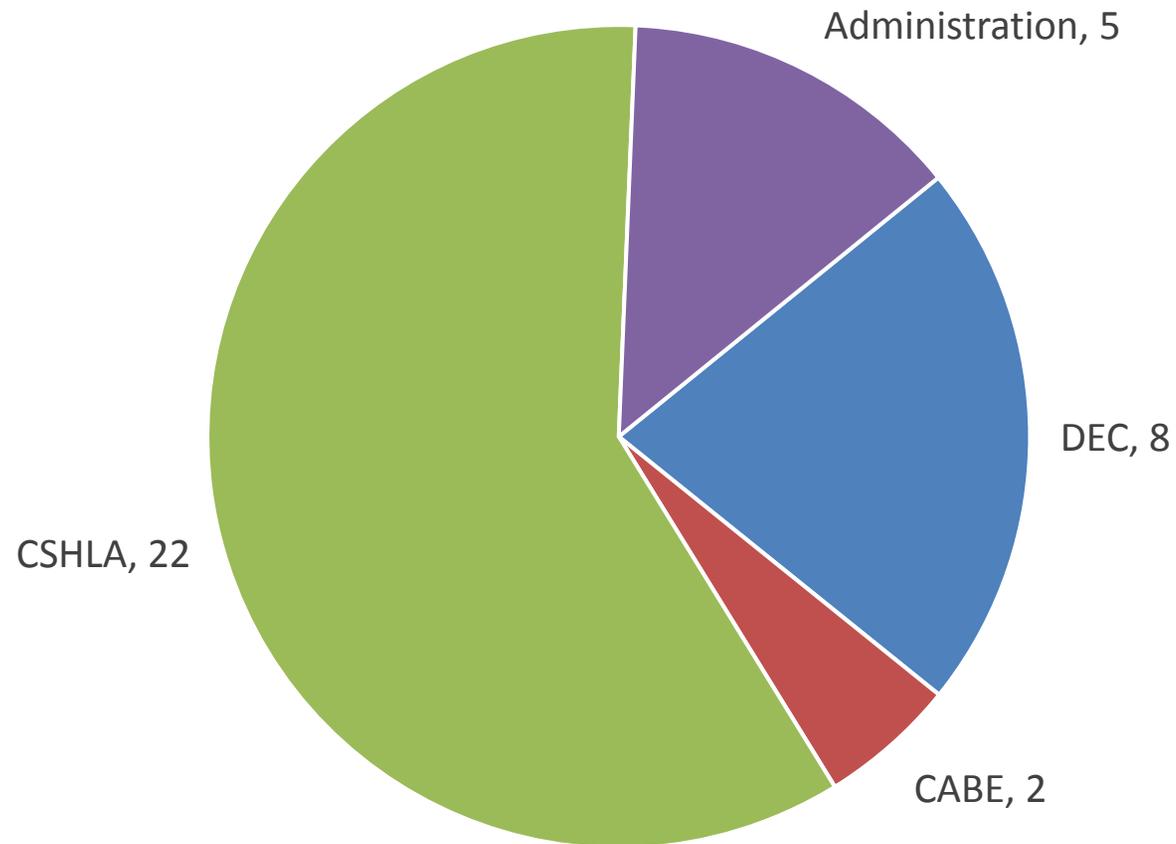


Faculty Affairs Integration Planning

Summary of January Faculty Listening Sessions:

*Recruiting and Retaining a Diverse Faculty &
Faculty Development and Wellness*

East Falls Attendance



Committee recommendations

Faculty Development (FD) and Wellness

- Offer a wider range of professional-development options to attract greater faculty participation.
- Develop a robust Faculty Wellness Program.
- Provide incentives for faculty participation in professional development offerings.
- Offer new, junior and senior faculty continued scaffolding in their professional development.
- Support the development of a community of practice.

EF Questions and Feedback

Faculty Development (FD) and Wellness

- What was the Committee's definition of wellness?
- Faculty are "intellectual entrepreneurs" who need time to be introspective and to maintain currency in their field.
 - Faculty need time to be both high-performing and balanced.
 - Time is essential for grants, research, contemplation, etc.
 - Practice faculty need time to pursue practice, as expected by their contracts.
- Coaching and mentorship are important aspects of FD.
- The FD needs for teaching/scholarly faculty & teaching/practice faculty are different. We need a menu of choices.
- EF needs supports for faculty with children, e.g. access to campus childcare, sick-day coverage, etc.
- The Committee's suggested resources may help faculty survive heavy workloads by creating supportive infrastructure, helping avoid burnout, and increasing productivity.

Committee recommendations

Diversity and Inclusion (D&I)

Assumptions:

- Diversity is valued.
- Faculty employment practices are on par with like institutions. However, continued improvement is necessary.
- Faculty diversity will be an ongoing emphasis.

Aspirations:

- Communicate boldly & broadly about this strategic goal.
- Make diversity and inclusion a central component of recruitment and retention activities.
- Create spaces, programming, leadership opportunities, mentorship and engagement opportunities, and search committee training to achieve these goals.
- Focus groups with faculty.

EF Questions and Feedback

Diversity and Inclusion (D&I)

- Institutional & academic excellence is enhanced through faculty diversity.
- Recruitment must be intentional, i.e. representation on search committees, training on unconscious bias, outward-facing networking, etc.
- Emphases on D&I may have unintended consequences.
 - Because EF has few URM faculty on campus, the burden falls to a few individuals to fulfill this role and offer this perspective.
 - When your faculty does not represent your student body, URM must fulfill important—but unwritten—roles & responsibilities.
- The Committee should engage with EF faculty of color.
 - Focus groups may create understanding of the climate & individual experiences. We need a baseline.
- Some international applicants may be discouraged by our political climate. This affects our D&I goals.
- Diversity is not limited to race and ethnicity.
 - It includes gender, faith, sexual orientation, experience, training, etc.
- P/T policies and Academic Freedom underpin recruitment & retention goals.

Work in Progress

Faculty Affairs is:

Working with Provost and Deans on:

- Bylaws for the Colleges
- Organization of the Faculty and Shared Governance
- Faculty Affairs policies

Will be seeking input from faculty in mid-March, after Spring Break.



Jefferson

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