COLLEGE OF PUBLIC HEALTH
UNIVERSITY OF SOUTH FLORIDA

Faculty Development Workgroup

Report

2016

Why Important?

- Human resources most valuable resource
- Accreditation placing increased emphasis on individual faculty development
  - Continuous improvement

Dean's Charge to Workgroup

- To propose a comprehensive program of faculty development that addresses all mission areas in the College: teaching/learning; discovery/scholarship; community engagement/professional service; and mentorship of students and faculty
- To consider outcome measures that allow us to assess the quality of the programs delivered
- To suggest various approaches to faculty development including utilizing talent within the College, USF Health and the University; local talent in the community; and regional and national opportunities.
- To consider the extent to which faculty development should be provided via College initiatives versus through individual faculty development opportunities that faculty members themselves identify.

Workgroup Members

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Established Faculty Development Initiatives

- COPH Mentor Program (for junior faculty)
- Ongoing education programs:
  - COPH Academic and Student Affairs, including ETA
  - COPH Dean's Speaker Series
  - COPH Faculty Affairs
  - USF Health
- USF Academy for Teaching and Learning Excellence (ATLE)
- New Faculty Cohort Training Program
  - Monthly meetings for 1st year faculty

New Efforts

- Peer Review of Teaching
  - Organized by the Faculty Affairs Committee
- Education Committee of the Faculty Assembly
  - Will include course content review
- Vice Dean for Education
  - Will further organize efforts to enhance teaching and advising quality
- COPH Education Specialist
  - Will identify faculty training needs

What's Missing?

- AFAR – report faculty development accomplishments
  - Absent annual goals

Recommendation #1: Customized FD Plan

- Annual assignment includes Annual Faculty Development Plan (form)
  - Goals
- Developed by faculty with their department chair and mentor (when applicable)
- Can address any or all of:
  - Teaching
  - Research
  - Service
  - Leadership

Recommendation #2: Faculty Survey

- Faculty input on interests & preferences
  - Teaching
  - Research
  - Service/Community Engagement
  - Leadership

- Workgroup drafted survey

Workgroup's FD Interests

Research Enhancements:

- Develop a system/structure for faculty to get formal feedback (mock review) on proposals, in particular Specific Aims page, from faculty experts (substantial record of external funding). This could be organized by the Research Committee with the understanding that reviewer efforts would be included in each expert's annual faculty assignment.
- Add a repository (examples) of funded grants to the COPH Research web site as a resource for new researchers.

Training Enhancements:

- Develop a formal system for identifying faculty perceptions of training needs, e.g., focus groups, and shared training interests among faculty.
- Create an integrated training plan (beyond discrete workshops)
- Have experienced faculty provide training to faculty, e.g., tools used in online courses
- Each semester, provide a standing time where experienced faculty would be available to advise on course development or syllabi to interested faculty
- Integrate mini-training sessions (15-20 minutes) either before or after Faculty Assembly meetings to increase participation
- Increase flexibility in professional development awards to attend conferences

Topics Suggested for Training:

- Applying for NIH awards
- Writing a Specific Aims page
- Training in faculty mentorship
- Time management (including how to say "no')
- Training in service, e.g., being an effective board member
- Training on legal requirements

Suggestions for COPH Policy:

- Avoid having new faculty begin with teaching online courses, especially absent related training
- Assure minimum standards are met for online teaching
- Advance the expectation for experiential learning as part of each course

Next Steps