

Boston University School of Public Health
Faculty Development Committee
Agenda
May 15, 2012
With notes by MNP after meeting*

Present: Lisa Sullivan, Lora Sabin, Betty Ollen, Janice Weinberg, Vicky Parker, Sue Fish, and Marianne Prout by phone.

- What are our priorities? Whom are we trying to make sure we have programs for?
- How do we enhance participation in existing program? Is the current level of participation fine?
- Added question from Lisa Sullivan to ask first: are these the right programs?
 - K workshops...feedback from junior faculty is that this is a good and useful workshop series. Can we get the #s of participants and the evaluations from Deb? [The first year there were 3, the second year 2, this year there were 4. There was no formal evaluation.] Do we know if there are participants from outside of SPH (good to earn our reciprocity credits when we can). [Generally, there were not.] Is the term K-award limiting or is this workshop really targeted to K awards narrowly? [The workshop is about to shift to focus on a faculty member's first grant.]
 - Of note is that the Department of Medicine has been open to SPH junior faculty enrolling in the grant-writing workshop run by Peter Cahn which is also a superb opportunity; it is a semester-long, requires participants to be actually in the process of writing a grant and includes peer feedback.
 - The medical campus offers a workshop for faculty preparing R-01...it is aimed at a group slightly more senior but offers an intensive guided workshop over 2 days.
 - Office of Teaching and Learning workshops...well-regarded by a modest group of regular attendees.
 - Academy for Faculty Advancement...a program for junior faculty from all 3 schools on the medical campus that offers a broad overview of issues in academic advancement (publishing, creating curricula, preparing stellar presentations, etc) and interactive small group sessions over the course of an academic year. We should generate more applications from SPH. This year we had 100% acceptance. Sue thinks it should be a routine part of new faculty orientation with follow-up. Vicky said that it is offered 9 months of the year with topic-based presentations, all of which are different. Everyone has a mentor, usually someone outside their own department or school and each

participant has a project. There are small groups within the larger group, and it is open to the whole campus.

- Vicky noted that the Agency for Healthcare Research and Quality funds most Health Policy & Management research, so the K workshops are not relevant to HPM faculty. Marianne thought something should be offered for people writing to foundations.
- Someone else noted that a workshop of management of research staff would be useful.
- Proposed: Introduction to Education workshop for new young faculty
 - Lisa responded with many thoughts about what additional training for education should be available. She thought that an introduction workshop or series could build upon the training that has been developed for doctoral teaching but include more topics (creating syllabi, dealing with challenges to grades, perhaps some information transfer sessions, some skill-building sessions, and some exchange of experiences and ideas and peer group learning).

What to do about remedial education for faculty who chronically underperform as teachers?

Lisa posited this question as she sees it as an ongoing problem/frustration for her and the Education Committee. Marianne questioned why evaluation and critique of teaching should be handled any differently than grant submissions or publications: faculty should expect peer review!

Lora Sabin described the peer feedback program that has been used in IH and noted that keys to its success are that it is flexible and useful and does not go into one's file.

Vicky reminded us that people can and do change!

Lisa questioned whether peer coaching for teaching should be part of the FDC since it would be less threatening than in one's department. Marianne: is that true? Do we have the capacity in the FDC? Note that Rich Feeley has agreed to join the FDC in September!

How to encourage participation in faculty development programs and opportunities? A string of suggestions, all quite helpful:

1. Annual meeting includes as part of plan that each faculty member attend 1 faculty development program in the coming year, and specify which one.
2. Develop a "cheat sheet" of available programs for chairs to use in making recommendations.
3. Develop monthly calendar of faculty development options that is highlighted and separate and not "lost" in the calendar of events.
4. Include discussion of faculty development opportunities in new faculty orientation so it is viewed as the expectation for all faculty, but follow up by chair with a list specific for each new faculty member (chosen from the cheat sheet).
5. Develop an article for the Insider with a list of who has attended the Academy for Faculty Advancement and some testimonials.

The rest of the topics were not discussed at this time (because we had so much to say about the others!)

- Relationship between the School-wide Faculty Development Committee and department-specific Faculty Development Committees
- Follow-up to the funding proposal
- Service as an opportunity to enhance networks and name recognition
- Issues for faculty development arising from the new approaches to promotion