PHHP General Faculty Spring 2017 Meeting
Friday, March 3, 12:00-1:00pm
HPNP Room G-101

Agenda

1. Introduction – Dr. Perri
2. Faculty Council – Dr. Price
3. Faculty Career Planning – Dr. Hanson
4. Authorized Leave Policy – Dr. Perri
5. Other Business – Dr. Perri
Faculty Council Update
# Who are we?

<table>
<thead>
<tr>
<th>Department</th>
<th>Representative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Biostatistics</td>
<td>Amy Cantrell</td>
</tr>
<tr>
<td>Department of Clinical and Health Psychology</td>
<td>Catherine Price; Chair</td>
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<tr>
<td>Department of Environmental and Global Health</td>
<td>John Lednicky</td>
</tr>
<tr>
<td>Department of Epidemiology</td>
<td>Volker Mai; Vice-Chair</td>
</tr>
<tr>
<td>Department of Health Service Research, Management and Policy</td>
<td>Fredrick Kates</td>
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<tr>
<td>Department of Occupational Therapy</td>
<td>Consuelo Maun Kreider</td>
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<tr>
<td>Department of Physical Therapy</td>
<td>Joel Bialosky</td>
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<tr>
<td>Department of Speech, Language, and Hearing Sciences</td>
<td>Lori Altmann</td>
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## Chair Feedback
Jan 30 – Feb 24

<table>
<thead>
<tr>
<th>Department</th>
<th># of Responses</th>
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<tbody>
<tr>
<td>Department of Biostatistics</td>
<td>11</td>
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<tr>
<td>Department of Clinical and Health Psychology</td>
<td>18</td>
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<tr>
<td>Department of Environmental and Global Health</td>
<td>2 (possibly more)</td>
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<tr>
<td>Department of Epidemiology</td>
<td>12</td>
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<tr>
<td>Department of Health Service Research, Management and Policy</td>
<td>4 (possibly more)</td>
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<tr>
<td>Department of Occupational Therapy</td>
<td>10</td>
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<tr>
<td>Department of Physical Therapy</td>
<td>10</td>
</tr>
<tr>
<td>Department of Speech, Language, and Hearing Sciences</td>
<td>24</td>
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Male/Female Salary Inquiry – National Discrepancies and PHHP/UF Commitment

- [http://hr.ufl.edu/strategic-commitment/](http://hr.ufl.edu/strategic-commitment/)
- Jodi Gentry
- Brent Goodman
Title IX at PHHP

Your Council is working towards promoting a:

1 hour discussion addressing
Title IX issues for PHHP faculty

What constitutes:
Sexual harassment
Discrimination

How to maintain a friendly, productive, work environment for all involved.

Concerns for cultural issues, political views, etc

Melissa Nunn
Human Resources
Faculty Senate Elections

We need to fill two seats

Timeline:
- March 16: solicitation for nominations
- April 3: Open elections
- April 17: Close elections
FACULTY CAREER PLAN

Summary and Follow Up from Retreat
FACULTY CAREER PLAN (FCP): WHAT IS IT?

• A process to facilitate self-assessment and career planning
• Intended to be self-reflective, career advising tool
• It is based on one’s career aspirations
• It is carried out with input from a mentor
• It corporates concrete steps to reach career goals
• Its overarching aim is to foster professional success
FCP: WHAT IT IS AND IS NOT

- It is **not** a part of the UF annual evaluation
- It is **not** part of tenure or promotion process
- It does **not** determine one’s assignments
- It is **not** constructed by the chair, supervisor, or mentor
- It is constructed primarily by the faculty
- It may include goals that transcend education, research, and service
- It provides a structured mechanism for informal exploration of career development ideas
FACULTY RETREAT PROCESS
12/9/16

- Participants – Faculty Council, ELC, and other interested faculty (31 participants + 2 support staff)
- Small and large groups used
- Small groups brainstormed ideas
- Large groups used for review of small group ideas and consensus building regarding key questions posed
- Meeting minutes posted on PHHP website http://facstaff.phhp.ufl.edu/retreats.html
What are the FCP core categories?
What questions would help facilitate self-reflection/assessment?
Who should complete the FCP?
Who should be eligible to serve as a mentor?
FCP CORE CATEGORIES

- Research/Scholarship
- Teaching
- Clinical Service
- Professional Service to the Discipline
- Community Service/Public Outreach
FCP CORE CATEGORIES

- Leadership/Administration
- Advising
- Interpersonal Skills
  (e.g. communicating effectively in conversation orally, in writing, electronically; developing positive collegial relationships)
- Professional Skills
  (e.g. professional writing, networking, presentations)
- Work-Life Balance
- Other
EXAMPLES OF SELF-ASSESSMENT QUESTIONS – 5-year

- Do I have any new career goals?
- What strengths do I already possess to help achieve my long-term goals?
- What skills do I want to strengthen over time to keep my career on track?
- Do I believe that my professional job classification provides the opportunity for me to achieve my long-term goals?
EXAMPLES OF SELF-ASSESSMENT QUESTIONS – 1 year

• What skills do I need to acquire this year to keep my career on track?
• Are there professional activities that I should participate in this year (e.g., seminars, conferences, mentoring, shadowing, skill development, etc.)?
• How will I know if I have met my short-term goals (e.g., outcomes of success)?
• What issues/barriers do I anticipate that will make it more challenging to achieve my short-term goals?
WHO SHOULD COMPLETE THE FCP?

- Faculty with assistant or lecturer in their title – annually
- Faculty with associate professor in their title – every three years
- Faculty with professor in their title – strongly encouraged
WHO SHOULD COMPLETE THE FCP?

- Assistant Professors, Clinical Assistant Professors, Lecturers, Clinical Lecturers, Senior and Master Lecturers/Clinical Lecturers, Research Assistant Scientists/Professors, Assistant Ins - every year
- Associate Professors, Clinical Associate Professors, Research Associate Professors - every 3 years
- Professors, Clinical Professors, Research Professors – strongly encouraged
WHO CAN SERVE AS A MENTOR?

- Faculty at a specific rank?
- Chair serve as mentor?
- Mentor-mentee relationship confidential?
- Mentor identification?
WHO CAN SERVE AS A MENTOR?

- At least one rank above or relevant experience
- UF faculty either inside or outside department
- A chair can serve as mentor but not within own department
- Faculty member identifies mentor with input from others
CONFIDENTIALITY OF RELATIONSHIP

- If topics impact assignments or resources the chair manages, the mentee needs to discuss with the chair; other topics may remain confidential at the discretion of the mentee.
FCP DOCUMENTS

- General Information Sheet – Overviews FCP and how to get started
- Self-assessment Questionnaire – questions about 1 and 5-year vision, goals, skills, and needs
- Faculty Career Plan – goals and action plans
- Mentee-Mentor Relationship – discusses mentor’s value, roles, and logistics
- Annual Re-assessment - revised goals and recap of progress
# POTENTIAL LONG-TERM GOAL CATEGORIES

<table>
<thead>
<tr>
<th>Category</th>
<th>Definitely want to set a goal(s)</th>
<th>Uncertain if I want to pursue this category further; would like to discuss</th>
<th>Not a goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research</td>
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<tr>
<td>Teaching</td>
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<tr>
<td>Clinical Service</td>
<td></td>
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<tr>
<td>Annual Goal</td>
<td>Action Plan</td>
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<tr>
<td>List each short term goal you have set under the relevant category/categories</td>
<td>List the activities you will participate in this year to achieve each short term goal</td>
<td></td>
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<tr>
<td>Leadership/Administration</td>
<td>1. Become a member of a College or Departmental committee</td>
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<tr>
<td>To acquire knowledge of committee management process</td>
<td>2. Meet with at least two committee chairs to discuss management style</td>
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ACTION PLAN QUESTIONS TO CONSIDER

- What is a reasonable way to strengthen relevant skills I need to achieve the goal?
- What resources do I need (e.g. staff support, time, equipment, travel support, etc)?
- How do I access these resources?
- Who do I need to make connections with to complete my goal?
ACTION PLAN QUESTIONS TO CONSIDER

- How will I know I have met this goal/how will I measure my success?
- What is a reasonable amount of time to give myself to complete each short term goal?
- Do I need intermediate checkpoints to be sure I am on track?
ANNUAL RE-ASSESSMENT
LONG-TERM GOALS FROM LAST YEAR

<table>
<thead>
<tr>
<th>Long-term Goal</th>
<th>Continue</th>
<th>Modify</th>
<th>Remove</th>
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<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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Modifications (if applicable):
NEW LONG-TERM GOALS

<table>
<thead>
<tr>
<th>Any new long-term goals or changes to your career plan?</th>
<th>YES</th>
<th>POSSIBLY</th>
<th>NO</th>
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</thead>
</table>

What are you considering:
## ANNUAL RE-ASSESSMENT

<table>
<thead>
<tr>
<th>Short-term Goal</th>
<th>Completed</th>
<th>Partially Completed; keep or modify goal</th>
<th>Partially Completed Discontinue goal</th>
<th>Not Started; keep or modify goal</th>
<th>Not Started; discontinue goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>To acquire knowledge of committee management process</td>
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</table>
# Reflection on Partially Completed Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>What Contributed/Things to Change</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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</table>
## RESOURCES

<table>
<thead>
<tr>
<th>Are there any new resources you think you might need this year to achieve your goals?</th>
<th>YES</th>
<th>UNCERTAIN</th>
<th>NO</th>
</tr>
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<tbody>
<tr>
<td>Can you access these resources without allocations needed from your chair or supervisor?</td>
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SUMMARY STEPS

- Complete Self-assessment questions
- Complete a draft of your career plan
  - Draft potential long-term and short-term goals and steps you will take each year to reach long-term goals
- Identify a mentor
- Meet with mentor and finalize plan
- Meet with chair if your plan potentially affects your assignments/need for departmental resources