MVP Agenda
(Mission, Values, & Program Committee)
October 1, 2014
3:00 – 4:30

Minutes

In attendance were Dr. Elizabeth Yost Hammer, Dr. Kelly Johanson, Dr. Mark Gstohl, Dr. Wyndolyn Ludwikowski, Dr. Renee Akbar, Dr. Cary Caro, Dr. Kristi M. Rapp, Dr. KiTani Lemieux, Dr. Cecily DePriest, Ms. Janice Florent, Mr. Bart Everson, Dr. Tiera Coston, Dr. Karen Nichols
Absent: Dr. Rosalind P Hale, Dr. KiTani Lemieux

The meeting was called to order, followed by a moment of silence.

Working Mission:
Our mission is to support the professional development of faculty across all career stages and all areas of professional responsibility including teaching, mentoring, scholarship, service, and work/life balance and lifelong learning.

• Review of previous minutes

• Review of faculty comments this far
Any new posts from last time? No, but later with more formal changes, we’ll ask you to write to your colleagues again

• Brief review of assigned article
Article is from POD, our faculty development network; looking at POD’s mission statement, vision, values, etc.
Timely article going beyond just teaching; hit on a lot of things that we don’t always think about and which should be part of a formalized process; ex. Encouraging writing (writing circles, mini-retreats, designated spaces)
What else? Spot on with a lot of things we as faculty face, especially junior faculty in years 3 & 4. No time or resources for scholarly endeavors; article discusses a comprehensive approach
The author is the faculty developer at UMass Amherst, one of the schools whose center we really liked.
Discussion of Orientation for new faculty in Pharmacy and what is currently being done for faculty development in that field.
Other part of article that was liked: Structured part of the mentoring: individual development plan, small group mentoring, developing the necessary mentor relationship to make plan happen—identifying someone to help us get there would be really helpful
Laundry list approach, not sure if it’s everything—is there stuff that should be there but it’s not? Work-life balance good catch-all
Dr. Hammer: intention for reading this is to give us perspective as to what faculty developers are thinking about
Did you find anything you didn’t like or something not appropriate for Xavier, for CAT? The inclusion of the tenure process; not sure how helpful Xavier’s tenure process is; not sure what the right way is; some other support coming maybe from the faculty development side and not the administration; confusion among junior faculty as to what should go into portfolio—what should be reiterated, what shouldn’t be; the annual panel is well-intended but not useful.
Help at the department level is a good place since all departments are so different.
Dr. Hammer: We as CAT cannot be seen as evaluative; help should come from the department; maybe CAT could facilitate getting heads together, create a space for them to talk about procedures, what to do
Working with chairs a whole phase we were missing in faculty development; meeting w/heads and chairs about
evaluation of faculty was not particularly helpful
- Presentation of potential faculty development models for CAT (Dr. Ludwikowski, Dr. Akbar and Mr. Everson)

Dr. Ludwikowski:
The 7 vectors (Chickering and Reisser-1993) psycho-socio model
- Developing competence
- Managing emotions
- Moving thru Autonomy toward Interdependence
- Developing Mature Interpersonal Relationships
- Establishing identity
- Developing purpose
- Developing integrity

Crossed w/Teaching, Mentoring, Scholarship, Service, Work-Life, Life Long Learning, Collegiality
Files are attached.

Dr. Gstohl: Link for 7 vectors: https://www.cabrini.edu/communications/ProfDev/cardevChickering.html

Dr. Akbar:
Visual models:
Teaching, Scholarship, Service, Collegiality circling around faculty development in the center,
Nesting circles of our 4 criteria used for rank and tenure.
(The files are attached.)

Dr Ricks in Business figured out that 60% faculty time is spent on service, but it only counts for ¼ rank and tenure

Mr. Everson:
The reason we’re looking at models is to try to avoid a laundry list approach, to make sure nothing is being left out and a comprehensive model should cover all of that—a holistic approach. What’s included in the whole of faculty development.

Dr. Hammer: let’s take these 2 things, Chickering and the visual models and try to put them together; but maybe tweak the terminology (emotional intelligence); CAT will work on this and bring it back to the next meeting

- Review/Revise Values (in small groups first)
  Should any be removed/outdated?
  Should anything be added if we expand our mission or just to change with times?

Please see the wiki for the proposed changes to our Values

- Homework for next meeting:
  We’ll give you the old Values and the Values you proposed side by side so you can look them over and we’ll finalize them first thing next meeting.

- Next meeting Oct. 29 3:00 – 4:30

THANK YOU!
The Seven Vectors

Chickering & Reisser (1993)

Developing Competence
  • Intellectual, physical, manual, and interpersonal competence

Managing Emotions
  • Develop awareness and acceptance of emotions (not eliminate emotions)

Moving Through Autonomy Toward Interdependence
  • Function with self-sufficiency and self direction

Developing Mature Interpersonal Relationships
  • Tolerance and appreciation of differences
  • Capacity for intimacy

Establishing Identity
  • Comfort with body and appearance
  • Comfort with gender and sexual orientation
  • Sense of self in a social, historical, and cultural context
  • Clarification of self-concept through roles and lifestyle
  • Sense of self in response to feedback from valued others
  • Self acceptance and self-esteem
  • Personal stability and integration

Developing Purpose
  • Vocational plans and aspirations
  • Personal interests
  • Interpersonal and family commitments

Developing Integrity
  • Humanizing values - shift from literal belief in absoluteness of rules
  • Personalizing values - set of personal guidelines
  • Developing congruence - behavior consistent with personalized values

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