Welfare Council Minutes
October 15, 2018
3:00 p.m.
Library West Room 212

Zoom Meeting ID: 643-864-201
https://ufl.zoom.us/j/643864201
https://ufl.zoom.us/skype/643864201
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Present: Suzan Alteri, Joe Riley, Gwynn Cadwallader, Antonio Farias, Steven Thomas, Ray G. Thomas, and Laurie Bialosky

1. **Call to Order** (S. Alteri, Chair)

   The meeting was called to order at 3:00 p.m.

2. **Approval of September 17, 2018 Minutes**

   The minutes were approved.

3. **Presentation/Discussion w/ Dr. Antonio Farias (A. Farias)**

   -Chief Diversity Officer Antonio Farias presented information about the role of his office and its messaging emphasis on the themes of presence and belonging. Presence involves providing an everyday learning and work environment which reflects dignity and good values and belonging is a measurement of if everyone is thriving. Antonio welcomes feedback as to what was successfully or not successfully done at UF to help with these goals.

   -Council suggested Antonio speak to Dr. Carolyn Tucker who has mentored under-represented students. Council discussed that recruitment issues arise when students don't have the opportunity to take AP classes and feed into the pipeline of qualified applicants, so consideration should be given to how UF connects our brand to such potential undergraduate students. The scarcity of scholarships also affects the applicant pool.

   -Antonio's office is reviewing possible institutional mentorship or at least college level membership in the The National Center for Faculty Development & Diversity. About 40

faculty currently participate in this organization. It has been shown that strong mentoring can help reduce the rate of re-hiring and replacing personnel, particularly when the high costs of onboarding is considered. Under-represented faculty generally tend to rotate out of positions more quickly.

-Creating a mentored experience would also assist UF with competing with other AAU universities. Antonio favors piloting opportunities.

-Council discussed having some sort of web page or landing site for UF mentoring.

-Mentor training issues were discussed, including a Chronicle of Higher Education article discussing why associate professors are often the most unhappy. Often official mentoring stops once faculty reach tenure and university resources are then spent on new faculty. It is also important to show faulty there are various career pathways to choose from in research, administration, etc.

-Two successful mentoring programs were noted:

1) Dr. Roger Fillingim, a UF Distinguished Professor in the College of Dentistry and Director of the UF Pain Research and Intervention Center of Excellence (PRICE), coordinates a mentoring program which is offered a few times each year: https://www.ctsi.ufl.edu/education/faculty-career-development/mentor-academy/.

2) The Albuquerque, New Mexico mentoring academy: https://mentor.unm.edu/.

4. **Presentation/Discussion of Onboarding materials for new faculty (Office of Academic and Faculty Affairs)**

Council Chair shared a packet of onboarding materials presented by Gwynn Cadwallader, Gator Business Administrator Services (GBAS) Training Manager, Human Resource Services. Gwynn works in UF's business services area and helps support business administrators at UF. Materials can be found online at:

https://hr.ufl.edu/manager-resources/recruitment-staffing/hiring-center/best-onboarding-practices-for-direct-supervisors/ Chris Hass, Associate Provost for Academic and Faculty Affairs, attended a recent presentation by Gwynn and asked that

she provide council with a program and materials overview and obtain faculty input. Chris is also rolling out a program called pathways for training.

- Also discussed was Experience UF, a year-long program to improve onboarding efforts launched by UF Human Resources, has topic and location changes for each session; relationship building is a primary goal.

-Council reviewed the onboarding materials and focused on mirroring philosophies for each piece of onboarding or orientation so that the material will be user-friendly and not overwhelming.

-The distributed packet identified what should occur at what time, including first month, probationary period, and one year. It also offers a resource of 'words to use' for critical conversations.

-Onboarding as opposed to mentoring was discussed.

-For staff onboarding, three milestones were identified: 1-building relationships; 2-setting clear expectations; and 3-getting feedback. Gwynn asked council to identify four milestones for faculty. Council suggested modifications to the packet to make the documents more pertinent to faculty (as opposed to staff) and provided the following feedback, which includes which periods of times new faculty should be oriented to or completing which tasks:

- Initial onboarding inquiries and steps could include:

1. Identify the space and equipment which allows the faculty to function best (i.e. inquire if a Mac vs. PC is preferred.) Is the technology they arrive with easily 'hooked into" the UF technology system?

2. Inquire if faculty has had a chance to read what was sent prior to their arrival.

3. Provide a tour of 'here is how we do it here'.

4. Provide a new faculty lunch with faculty.

5. Ask the new faculty member 'What did we forget?'

6. Explain that faculty are state of Florida employees and orient individuals as to what being a 'state employee' encompasses.

7. Identify distinctions between being union vs. non-union faculty.

8. Identify that university pillars are research, teaching, and service, and that UF is also focused on/has a culture relating to health and clinical care.

-A second phase could include:

1. Make clear exactly what they will be evaluated on (i.e. teaching, research, service, etc. and try to ascertain how they want to approach those items.

2. In the first three months, verify that the new faculty member understands what the expectations are to succeed, from the chair, etc. and what would be generally achieved within the first semester and up to one year.

3. Launch new faculty into their research and meet maybe in six months and then one year.

4. Assign a mentor.

-A third phase could include:

1. Set up a committee of three which looks at that person's progress.

2. The chair should help progress new faculty through each phase and meet with them each semester to discuss submitted grants, publications, etc.

3. Review the first three years - are they on track for tenure?

Please let Gwynn know if there are other resources which would be helpful.

5. **Review of SCORS Proposal for Team Science Scholarship (S. Alteri)**
-This item was tabled until the next meeting due to a lack of time.

6. **Compensation Committee**
Steve Thomas distributed the Compensation Committee's new, suggested verbiage to define the Compensation Committee duties and role. This item was tabled until the next meeting due to a lack of time.

7. **Adjournment**
The meeting was adjourned at 4:27 p.m.