

## 1. Table 1. UNTHSC SEE 2020 (People & Values):

### What are your thoughts for improving communication between faculty and faculty senate?

- Make Faculty Senate reports a standing item on college and/or department meeting agendas. If a senator is not in a department, recruit one!
- Whatever you do, just be consistent. Give us time to know whether something is working or not or we were just busy that day/week/month.
- Have individual colleges' senators generate their own faculty senate meeting summary. They know what is important to our college.
- Make a SnapChat story (60 second video burst) that summarizes the Faculty Senate meeting.
- Close the loop so faculty know what their Senators shared with the Senate. We don't know what they say in there.
- We need more background information when you ask us to engage in polls or for our opinions. Just because you have discussed it, doesn't mean we know the full context of how you came to the specifics of what you are now asking us to provide input on/for.
- If you send a survey/poll, be more informative on the header/subject line. A little investment here goes a long way.
  
- **Communication issues/Opportunities for Improvement:**
- STOP emailing me. It just is not effective. (yes, caps was intentional) (n=1)
- Emails are fine. Make them succinct (n=3)
- Too many surveys. We elect you to represent us, so represent us. If we don't like how you represented us, we will impeach you/vote you out. (the latter part was in jest, I am pretty sure!)

## **2. UNTHSC SEE 20/20 (Learning and Discovery):**

### **What are the assets that UNTHSC offers to support your research?**

- Assets that UNTHSC offers to support research:
  - Office of grant and contract provide support for grant submission
  - Increasing seed grants to support research.
  - Clinical collaboration, although limited and does not match the growth of the basic research
  
- Challenge to conducting research:
  - Clinician: no protected time and no incentive for research
  - Less efficiency:
    - Growing regulations, training and paperwork have been taken faculty away from teaching, research and practice, from serving others (students, patients and communities).
    - Web base system has not been tested well before launching (for example the ideate for IBC protocol submission), taking much more effort from Faculty than the original form.
  - Centralized micro-management.

### 3. UNTHSC SEE 20/20 (Quality Experiences for Lifetime Success):

#### What does it mean to be “One University?”

- What is it? What is it meant to be?
- Never been defined
- It is the “stadium view”—need to bring it down to workable level to implement
- Work together
- Everything we do benefits each other
- Collaborate/combine resources
- Celebrating everyone’s successes
- Pride in each other
- Evolved from TCU/UNTHSC med school—“TCOM and the others”
- TCU/UNTHSC med school is the “driver”
- Other programs not known outside of UNTHSC
- At the Dean’s level: forced to collaborate to make a budget
- IPE very important and has been good for the campus
- Practice together
- Model for the future
- We may want to work together but it is not happening very well now
- We need IPE for Faculty
- What is the Shared Governance model here?
- Need to have the ability to have impact in the overall structure
- Difficult to implement “One University”
- No guidance how to do this
- We need a mascot to bring us together/rally around
- Need consistency with “one University”

- Compensation differences between units
- inconsistent P&T processes/expectations for same ranked individuals
- variable operations and management structures for equivalent units
- develop shared best practices
- Lack of efficiency working across units
  - Barriers to collaborations
    - across units. increase Grand Rounds activities not limited to medicine, include topics from different units and use Grand Rounds as a method to share research activities and successes (may increase awareness of potential research collaborators on campus)
    - with off-site collaborators, e.g. computer system and campus access
    - incentivize inter-unit collaborations
  - Lack of transparency across units
    - develop abilities of all units... decrease favoritism and hype
    - accept fact that not everyone can or should be doing research in all units
      - reinforces silos with 70-30 saga
- Change learning curve/philosophy
  - web-based inter-unit academic programs
  - interdisciplinary programs beyond DO-linked dual degrees
  - web presence needs effort –
    - pretty but uninformative and does not reflect one university
    - navigational nightmare
- Need more campus wide opportunities – quality experiences not hype
- Develop a campus- not administration-focused approach to defining success
  - Focus on Outcomes (big point of discussion)
    - make them measurable
    - target missing data – e.g. graduates

- Broad-based grassroots involvement in developing UNTHSC Strategic Plan

**4. UNTHSC SEE 2020 (People & Values):**

**What are your thoughts or solutions to create sustainable people and culture?**

PENDING PROVISION TO SENATE COMMUNICATIONS TASK FORCE

## **5. UNTHSC SEE 2020 (Sustainable, Growth, Finance, and Resources)**

### **How could UNTHSC increase awareness in Fort Worth?**

- Engage more community service and activities and publish them.
- Increase how news items are shared in the community – NPR, Instagram, Facebook, etc..
- UNTHSC Web presence is “lackluster” and has “controls.”
- Social media improvement – e.g. pediatrics mobile clinic activities – how many patients seen, types of services, and etc...
- Press releases – more of them; some programs have their own media person.
- Develop relationships with local T.V health reporters
- Communicate patient care activities at the Clinics
- Increase the number of bill boards in the Fort Worth area (e.g. off IH-30).

## **6. UNTHSC SEE 20/20 (Quality Experiences for Lifetime Success):**

**Is the idea of promotion and tenure positive or negative when you think about it?**

**Identify 2-3 problems with the promotion and tenure process.**

**Identify 2-3 solutions to the promotion and tenure process.**

- We had eight people at our table including one interim dean. Our table was mixed from different colleges.
- Is the idea of promotion and tenure positive or negative when you think about it?
  - The responses and discussion were split between positive and negative
  - If tenure had been achieved with no problems – positive
  - If tenure had not been achieved or if participants were non-tenure track-negative
- 2-3 problems with promotion and tenure process
  - Lack of consistency within schools
  - Lack of consistency across campus
  - Requirements for promotion for non-tenure track are often not achievable
  - Lack of guidance throughout process – no mentoring or encouragement
- 2-3 solutions to the promotion and tenure process
  - Consistency with expectations within a school between chairs and support
  - A program for all jr. faculty that offers guidance and mentorship for promotion for both tenure and non-tenure track
  - Some consistency among the colleges, knowing that this is difficult.

## 7. UNTHSC SEE 20/20 (Quality Experiences for Lifetime Success):

**Do you think faculty would utilize an organizational ombudsperson (one who is high-ranking, but neutral, and not part of the executive management)?**

- President Williams is seeking positive recommendations from the Faculty Senate. Hiring an Ombuds would be a positive development. Several months ago the Faculty Senate passed a resolution that an Ombuds position be established, and forwarded to the Administration that resolution, along with the proposed Ombuds policy also passed by the Senate.
- One participant expressed disappointment that an Ombuds wasn't available at that faculty's previous institution. An Ombuds might have helped mediate a dispute between that faculty and the department chair. Because the dispute was with a supervisor, that faculty had no one with whom he/she felt safe discussing the situation.
- OMBUDS mission: An Ombuds could be characterized as a "wise mentor," and not just to the faculty, but all (including administration & staff) served by that office. The Ombuds should be prepared to advise the faculty on where they can take their concerns.
- It was expressed by all at the table that confidentiality and trust are absolutely essential for the Ombuds to be effective. The Ombuds will have to earn the trust and confidence of faculty and others by maintaining complete confidentiality and demonstrating that what is discussed in the Ombuds office stays there. It was felt that the Ombuds should be an outsider, not recruited from within – totally impartial, unbiased by UNTHSC's history. The Ombuds must not take sides in disputes.
- The consensus: UNTHSC needs an Ombuds. Now, how do we find someone qualified to assume that position? That person should have extensive experience in mediating disputes and negotiating.
- It was stated that our institution lacks a mentoring culture. We need senior faculty to provide mentorship and take a sincere interest in helping their junior colleagues.
- Faculty and administration often are at loggerheads. How do we resolve that situation? No answers were forthcoming.
- Can the Faculty Senate be empowered to make something like a Faculty Club happen? A Faculty Club is something that has been long desired and has been promised by the Administration, yet here we are without one.
- Consensus: General support for a preemptive approach to building infrastructure to facilitate communication, relationship building, and dispute resolution. This is consistent with broad campus

goals. An ombudsman could be a fit for this (unlikely that an arbitrator style role would); should be an agent to facilitate communication and represent faculty interests; should be formally trained in mediation; should be a paid and external role.

- Have experience from elsewhere, the ombudsman gave voice where it was absent otherwise, acted to mediate between faculty and leadership, was a check on administrative power, included an arbitration component that was final and binding vote on dispute resolution.
- An Ombuds has power to investigate, unlike a grievance committee.
- Useful to have someone trained in mediation or arbitration for such a role; knew UNT's ombudsman, he was a retired attorney in a paid position
- Useful to begin by considering not who but what an ombudsman should be. Is the role to challenge administrative decisions? To mediate conversations and advise faculty, or to represent faculty as an agent? It's ok to have multiple operational definitions. Do we want mediation or arbitration? I believe in respecting the chain of command, but leadership doesn't always have full context to consider events. Is the current chain of command sufficiently broken to require an ombud or new process?
- Some limitations—an ombudsman can degrade the ideal relationship between faculty and their supervisors, and potentially be as divisive as beneficial.
- Comment (group discussion)—we have due process and grievance and appeal committee, but these are limited to consideration of process not findings of fact. Open questions—is current process inadequate? Is there a true gap?

## 8. UNTHSC SEE 20/20 (Quality Experiences for Lifetime Success):

### How do we create psychological safety?

- We talked about setting a good role model, setting clear expectations and boundaries for the group. Avoid talking about negatively about others. We also talked about creating good interpersonal relationships, which can create some psychological buffer or context when we encourage other to step up. It is easier to accept criticisms when one knows it is coming from a good place.
- What can you count on each other for?  
Would like to have our colleagues to help us to see the benefit of the doubt, to be respected, and to be counted on for discretion and confidentiality. On occasions, we could count on colleagues for instrumental help, such as pet sitting. Although the offer can be unnecessary, this type of gesture helps toward creating a caring work relationship.
- What is our team's purpose?  
We were not clear about what it was meant by the team. Research or clinic? What do we mean by "one university"? Furthermore, we are all individually evaluated and judged, not by the collective unit's achievement.
- Regardless, we see the University as a place to challenge the existing thinking, encourage being inquisitive and trying new things, and lead by example.
- Note. This round table discussion was too short and fragmented. Also the questions were very abstract and everybody interpreted them differently without having any real chance to integrate or process them.