

OTHER ENABLING STRUCTURES

Three additional enabling structures have been selected for support and investment during the five-year strategic plan. By advancing institutional stature, supporting faculty development, and addressing facilities challenges, RBHS will confidently support signature programs, complementary programs, and educational initiatives, as well as research, educational, clinical, and community service programs more broadly throughout RBHS.

Faculty Development

In order to achieve excellence and to enable RBHS to become a leading institution in all biomedical and health science disciplines, RBHS must ensure that structures and policies are in place to support faculty careers and their development from initial appointment through retirement. While some turnover is to be expected and even desirable (e.g., those leaving due to growth opportunities elsewhere or, conversely, lack of productivity), the faculty is an institution's most valuable asset and disproportionate and undesired departures are a substantial risk to the institution.

Two approaches were utilized to address this important issue. A working group overseen by the RBHS Strategic Planning Steering Committee focused on faculty retention as an infrastructure need. In addition, two senior RBHS faculty were appointed as interim provosts to review faculty appointment and promotion criteria and recommend standardized policies across RBHS consistent with Rutgers-wide policies.

The faculty retention working group, composed of members of eight RBHS units, reviewed recent faculty retention in the health sciences literature, examined existing data on faculty separations from the former UMDNJ and the School of Pharmacy, reviewed results from two recent surveys completed by New Jersey Medical School faculty, and distributed a survey to current RBHS faculty modeled after a survey assessing organizational culture and faculty intentions to leave, published in *Academic Medicine* in 2012. Survey results indicate that levels of faculty dissatisfaction and morale and a number of faculty considering departure warrant immediate and direct intervention.

Some faculty issues may be addressed quickly, once faculty become aware of comprehensive plans being developed as part of the RBHS and Rutgers-wide strategic plans. Recommendations for faculty tracks, promotion criteria, and promotion review procedures are in development (see below). It is anticipated that publication and implementation of these recommendations will address some faculty concerns. Other issues being addressed currently or in the near future include efforts by Rutgers to simplify administrative processes, and RBHS efforts to elevate institutional stature, develop new compensation plans, provide compensation increases for productive faculty, and develop concrete productivity metrics for all components of the RBHS mission.

However, additional steps need to be taken. The faculty retention working group submitted a report to the steering committee that focused on recommendations to address faculty morale; resources needed to support faculty research, educational, and clinical activities; mentoring and faculty development; and retention of high performing faculty. The following recommendations have been incorporated into the strategic plan:

- improving faculty morale and investing in resources that support research, clinical, and teaching activities of current faculty;
- addressing factors influencing intention to leave, specifically by addressing compensation, benefits, and other collective bargaining issues expeditiously;
- strengthening and expanding the roles of Faculty Affairs offices, including the tracking of and reasons for departures;

- establishing formal mentoring and faculty development programs;
- retaining high performing faculty members through the budgeting of retention packages as strategic initiatives, analogous to recruitment packages;
- systematically collecting and compiling faculty retention and separation data in each school to track trends and the success/failure of retention efforts to enhance regular review and modification of faculty retention strategies on an ongoing basis;
- recruiting and supporting diverse faculty and leadership to reflect the demographic composition of local communities and New Jersey more broadly, in terms of race/ethnicity, gender, and native status; and
- analyzing RBHS-wide faculty and staff salaries to ensure salary and gender equity.

Recruitment and retention guidelines will reflect the university goals of inclusiveness and equity. Special efforts will be made to recruit and retain faculty with interests in health disparities and cultural competencies.

Indicators of success of measures undertaken to address faculty retention will include lowering annual voluntary departures due to dissatisfaction with the institution and successes in retaining high performing faculty. Other desirable outcomes include improved faculty satisfaction relating to institutional commitment, increased level of enthusiasm for performance, improved confidence in one's ability to advance, improved trust/inclusion/connection, decreased ethical/moral distress, increased leadership aspirations, and a more positive environment that impacts the institution's reputation, facilitates recruitment, and advances the academic experience.

As the second component of the broader faculty development endeavor, senior faculty from Robert Wood Johnson Medical School and New Jersey Medical School were appointed as interim provosts from January through June 2014. Together, they led an initiative to draft revised and standardized appointment and promotion criteria for faculty appointed primarily in RBHS schools, while working to ensure consistency with Rutgers-wide policies. Their objective was to produce guidelines to assist faculty in choosing a career pathway that would enable them to achieve their professional aspirations, maintain high standards of excellence for RBHS, and facilitate the recruitment, appointment, promotion, and retention of an outstanding faculty. The interim provosts reviewed guidelines from various universities highly regarded in biomedical and health sciences and spoke with academic leaders from some of these outstanding institutions to learn which elements of their guidelines were most effective. In addition, the interim provosts also familiarized themselves with guidelines from several of the existing RBHS schools.

The interim provosts catalogued guidelines and conversations and identified criteria and pathways that were successful at other institutions, then drafted and revised a proposal for RBHS based on their understanding of the structure and function of RBHS schools. Drafts were shared with, and input requested from, RBHS deans, senior associate deans for faculty affairs or their equivalent for RBHS schools, chairs of the appointments and promotions committees of RBHS schools, members of the RBHS Faculty Council, and current and future presidents of the Master Educators' Guild. Multiple open meetings were held with the faculty, geographically and within schools, and feedback was solicited and obtained as well via email. In response, the recommendations have been substantially revised. These recommendations remain preliminary, subject to ongoing review and consideration provided by various RBHS faculty organizations, including the RBHS Faculty Council. A faculty handbook will be created, which will include detailed and specific information about faculty tracks, the appointment and promotion process, and criteria. Even after review, approval, and implementation, it is anticipated that criteria and procedures will be reassessed and revised regularly to address specific or general issues or inconsistencies, based on ongoing faculty input. Once criteria and procedures have been approved, the provosts will conduct training and information sessions for department chairs and each school's

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appointments and promotions committee, then hold open Q&A sessions to which all faculty will be invited. Training and Q&A sessions will be conducted annually in subsequent years.

RBHS's focus on targeting academic excellence by recruiting, retaining, and supporting faculty, as well as creating a culture that recognizes and rewards exceptional and productive faculty is a key point of emphasis in the Rutgers strategic plan. RBHS faculty development and related programs will be integrated with the Rutgers-wide plan and the plans of the geographic-specific universities, as appropriate, and RBHS will be represented on the Rutgers Promotion Review Committee.