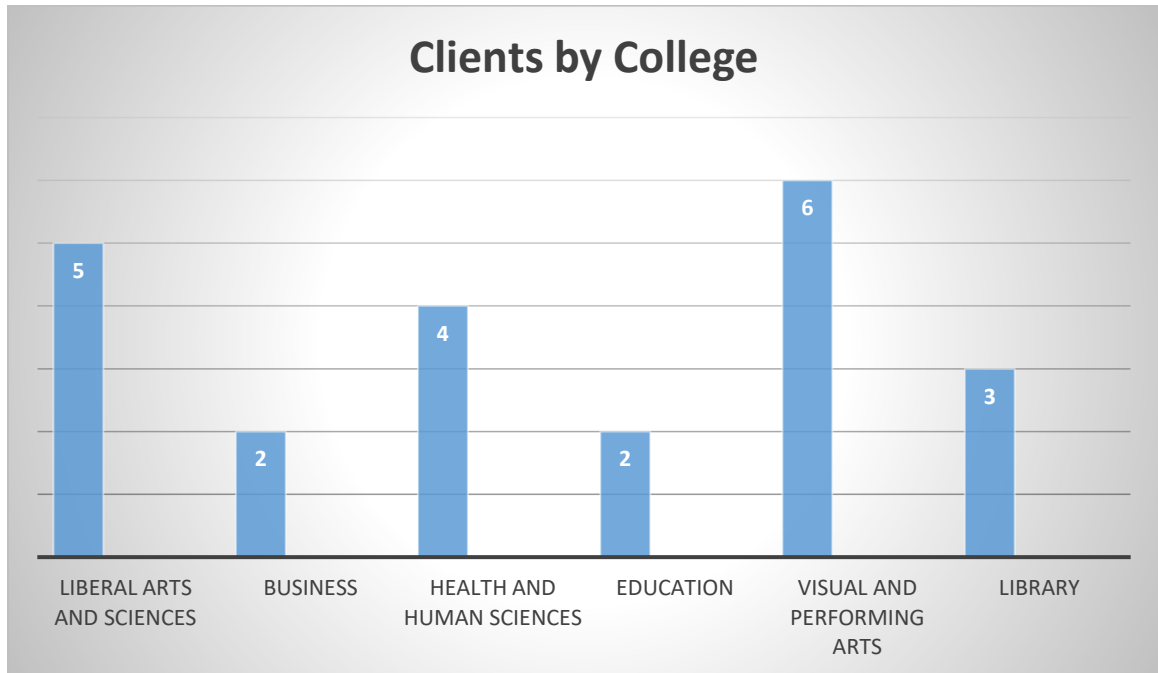


## Faculty and SPS Personnel Advisor 2017-18 Annual Report

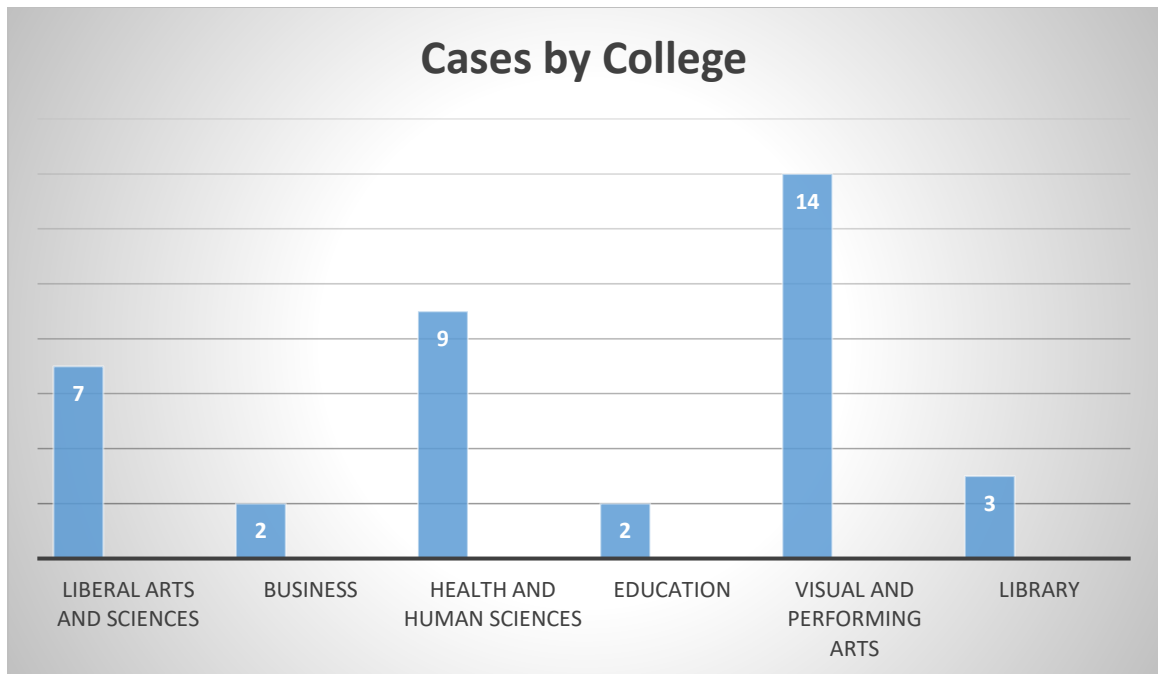
I will start this report noting that SPS staff had their own representative this year, as a hopefully-continued pilot project, and I therefore only served faculty members in my role as Personnel Advisor. Therefore, despite the actual appellation of my full title, I have called it Faculty Personnel Advisor all year to avoid confusion.

In my role as the Faculty Personnel Advisor, I keep an intake form to help me track my clients (by college, but not by name) and their cases. I sometime have a client reach out to me on more than one occasion for different issues, related or not, which may be its own intake form, or its own note on the original intake form. I want to make a point of explaining this because it basically allows me two ways to count my work for the year, both entirely legitimate—how many clients, or how many cases. I also include a pie chart representation to illustrate the breadth of my clients' anxieties.

For the academic year 2017-18, I have had 22 individual clients, who have approached me individually, or, in several circumstances, as a pair. These clients represented the following colleges:



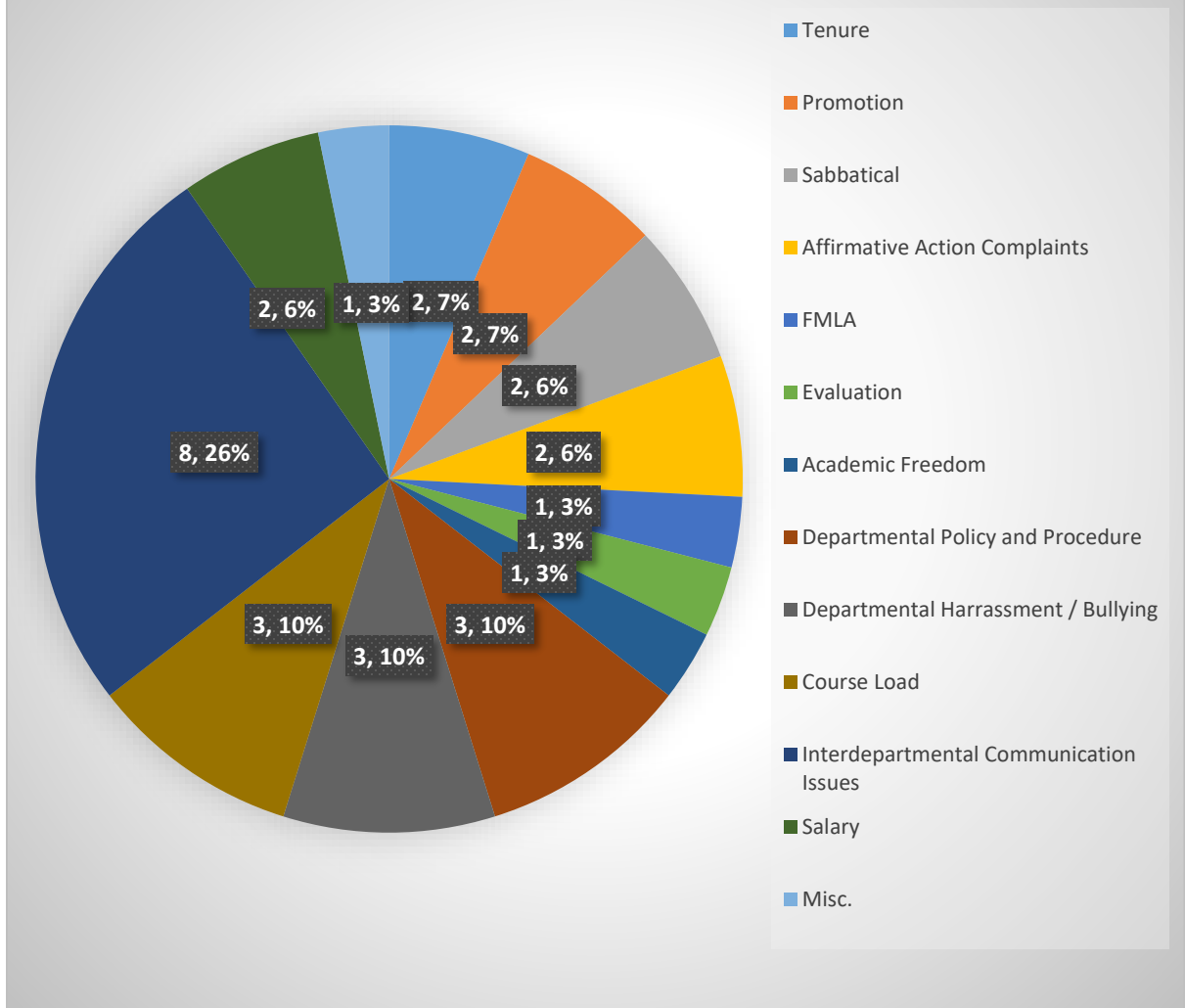
However, I do not feel that this count represents my work accurately at all, as numerous clients have contacted me multiple times. To go by this count, for the academic year 2017-18, I have had roughly 37 cases—that is, times where I had to meet with a new or continuing client on a new or continuing issue. Unsurprisingly, this changes my statistics a bit, too.



Despite the spring semester ending, I would consider several of these cases ongoing—I am either still working on some action, or I have made some concrete plan to work on them once the fall semester begins.

My clients' concerns cover a variety of issues. I noticed when reading Paul Stoddard's 2016-17 report that he noted that often clients are looking for a sympathetic ear, and I would concur with this. Sometimes I feel that I am asked to attend a meeting just to listen and act as moral support, a function that I am happy to perform. However, my cases can otherwise roughly be broken down into the following categories (keeping in mind that the same client may have multiple concerns that could then potentially be represented multiple times on this chart):

## Client Concerns



I hope that this chart adequately illustrates the complexity of my clients' issues, and the sensitivity with which they must be handled. Some of these problems have been more concrete and are thus easier to address with particular University policy already in place that can be easily deferred to, such as the Tenure or FMLA issues or procedures already in place that must be followed, such as the issues concerning the Affirmative Action complaints that were filed against faculty members. More nebulous are the issues that I contained under the relatively broad category "Interdepartmental Communication Issues"—while the *APPM* does have a "Statement on Professional Behavior of Employees University Collegiality Policy" (Section II, Item 22), we can't really mandate that faculty get along all the time, that they agree on all issues, that they never argue, or that they are always respectful. The cases that I have categorized here tend to be a person or a group of people within a department who are feeling disrespected and insulted. I consider this distinct, however, from the category of "Departmental Harrassment / Bullying" because of what I perceive to be intent (and I will admit here

that this is my opinion, but it's based on the facts that I have at hand). I feel if we could just make people understand one another's feelings or point of view, then the problems would be solved. Some faculty have difficult personalities, to put it mildly, and departments have long histories—often these things build on each other until feelings get hurt, but I think one thing that everyone can agree on is that emotions run so high because everyone really does care about this university and its students so much.

I have learned a lot about the resources on campus for faculty this year and have been careful to try to connect faculty to them. I rely heavily on Sarah Klapner and Murali Krishnamurthi as resources, but have made connections elsewhere too. I have become familiar and comfortable with policy and procedure of the University, and I think I am doing a fine job acting as a strong advocate for the Faculty. I have also gotten a lot out of the position—as a librarian, I like to think of myself as a helper, as someone dedicated to service. In this position, I have had so much opportunity to learn about policy, procedure, and (University) politics, to apply that knowledge, to confer and counsel (as I am able). I have met so many colleagues I would not have met otherwise, and even gone to buildings I would have gone to despite working here at the University for going on 13 years. This position has given me a new outlet to feel useful, and I feel this position is a valuable service to our faculty as well.

Respectfully submitted,

Sarah McHone-Chase, Faculty Personnel Advisor, May 2018