

Strategic Plan for Faculty Development

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Texas A&M University-Corpus Christi
The Island University

As part of the University's commitment to academic excellence, described in the 2001–2005 University Strategic Plan, this document presents a strategic plan for the creation of a Faculty Renaissance Center. The Center provides for faculty development in the areas of teaching, scholarship, and service.

The Texas A&M University-Corpus Christi *Faculty Handbook* (2.1.3) provides full descriptions of teaching, scholarship and service that are congruent with current understandings in higher education, relying especially on Ernest Boyer's *Scholarship Reconsidered* (1990). These descriptions are used throughout the University to determine faculty achievement. The plans for the Faculty Renaissance Center are meant to support faculty development in teaching, scholarship, and service as they are described in the *Faculty Handbook* and as they are interpreted in the spirit of Boyer's work.

The plans for the Center also are informed by the understanding that successful faculty development recognizes that faculty need access to different forms of support and that faculty at different stages of their academic careers need different kinds of support.

“Teaching is the highest form of understanding.”

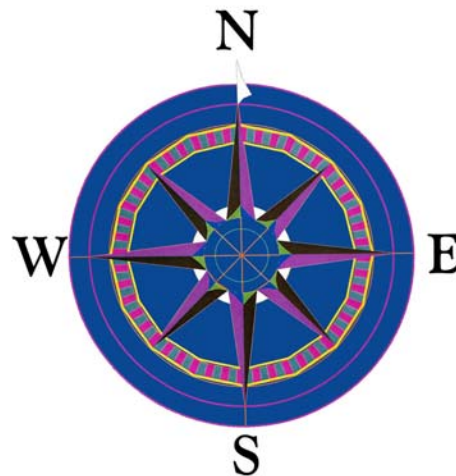
—Aristotle

Who We Are as an Institution

Over the past fourteen years, the University's mission has undergone several major transformations, as have the roles of faculty. In 1989, the Texas Legislature merged Corpus Christi State University into the

Texas A&M University System. In the same year, the legislature approved the expansion of Corpus Christi State University to a four-year comprehensive university, with enrollment of freshmen and sophomores to begin in fall 1994.

In 1992, the role of the institution was expanded further when the Texas Higher Education Coordinating Board authorized the University to offer its first doctoral degree program. Another milestone occurred in 1993 when The Texas A&M University System Board of Regents renamed the institution Texas A&M University-Corpus Christi. The arrival of freshman and sophomore students in 1994 marked the transformation of the institution to a four-year university.



The University continues to expand its student enrollment and program offerings. Fall 2002 saw student enrollment grow to more than 7,600—nearly double the number enrolled in 1993. Program offerings in the four academic colleges now include more than 55 undergraduate and graduate degree programs. Additional degree programs are planned and will be offered following state approval.

Meeting the Challenges:

Growth

While the University's growth and development have been quite positive overall, they have increased substantially faculty teaching, scholarship, and service expectations.

Teaching Expectations: As student enrollment has increased, so have class sizes. In the last ten years, the average lecture class size has risen from 17 to 28. Additionally, the average age of the undergraduate student population has been declining over the last decade, decreasing from 33 to 25.

More important, faculty face the challenges of teaching in cross-disciplinary learning communities in the first year and beyond, effectively integrating more electronic resources in their courses, and focusing more on pedagogical methods that enhance learning. President Furgason has characterized our challenge: "A&M-CC is not only about getting bigger, but also getting better."

Scholarship Expectations: The introduction of doctoral degree programs and the increased number of graduate degree programs are requiring faculty to conduct more research and scholarship in their areas of specialty. Furthermore, the University growth is encouraging programs to meet higher standards, such as those required by prestigious accrediting organizations. These higher standards require faculty to be current in their areas of specialty, thereby increasing their scholarship and research workload.

Service Expectations: The continued growth in enrollment and in academic programs require the faculty to be more involved with students in academic and career advising,

with a more diverse array of college and University communities for committee work, with local communities for educational and professional development, and with regional and national organizations for academic and professional purposes.

Because of these new challenges, the faculty increasingly need professional development in teaching, scholarship, and service.

Prior to the SACS accreditation process of 2000-2001, University faculty formally studied and identified elements necessary for conscious, continued, and institution-wide faculty development. In 1998-1999, the Research and Scholarly Activities Council proposed seven recommendations to enhance scholarly productivity, one of which called for "a rigorous program of faculty mentoring, development, and reinvention." The members of this Council also drafted a Faculty Leave Rule proposal in 2001-2002, which was approved in 2003. From 2000-2003, the Faculty Development Advisory Committee worked to define "a focused faculty development program based on program reviews, faculty evaluations, and other sources with the express purpose of improving student outcomes."

The collective work of these past faculty reports provides the blueprint for the current strategic plan. Their recommendations, documents and references were consulted and incorporated as this plan was designed. (The appendix lists the people who have contributed to this process.)

New Statement of Vision, Mission & Goals

During the past two years the University faculty and staff have engaged in reexamining and revising the University's mission and

goals. In the process, they have created a statement of the University's vision for our future. To fulfill the vision and mission and to meet a number of the University's new goals (see page 6), the University must provide for ongoing faculty development. If our faculty are to continue to be effective in their teaching, scholarship, and service, they must continue to learn. Ongoing faculty development must be part of the academic culture, integrated with other faculty expectations and translated into faculty practices.

Closing the Gaps

Even if our institution had not recognized the need for significant and systematic faculty development, the impetus would have come from the State of Texas in its "Closing the Gaps" mandate to all public higher education institutions:

Closing the Gaps Goals

Goal 1: *Close the Gaps in College and University Participation Rates across Texas, with emphasis on those students who are underrepresented.*

Goal 2: *Close the Gaps in Success by increasing by 50% the number of degrees, certificates and other identifiable student successes.*

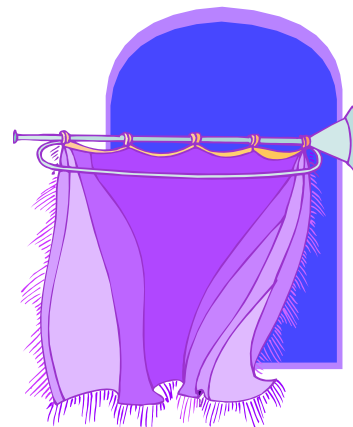
Goal 3: *Close the Gaps in Excellence, by substantially increasing the number of nationally recognized programs or services.*

Goal 4: *Close the Gaps in Research, by increasing the level of federal funding for science research.*

Texas Higher Education Coordinating Board, 2001

To meet those challenges, faculty must help increase the participation and success of students from groups traditionally underrepresented in higher education. In our

teaching roles, we must continue to develop ways to improve student success so that more students attain degrees while meeting and exceeding high standards. In our scholarly roles, we must expand the number of nationally recognized programs to attract talented students and increase the amount of funding for research that contributes to these goals. In our service roles, we must help the University become more proactive in outreach activities that encourage and prepare pre-college students to enter college programs.



Getting from here to there

Faculty Renaissance Center (FRC)

We propose a new resource for faculty—The Faculty Renaissance Center—whose purpose will be to *promote and support lifelong learning and continual professional growth and development of the faculty at Texas A&M University-Corpus Christi. The Center will play a key role in creating a campus culture that values and acknowledges the contributions of faculty in the areas of teaching, scholarship and service.*

- The Center will lead the University community in creating and coordinating faculty development and will act as a

repository and resource for faculty to learn about, benefit from, and participate in formal and informal professional development activities across the campus and beyond.

- The Center will coordinate and provide programs, activities, and resources that help faculty identify and achieve their professional goals in teaching, scholarship, and service.
- The Center will foster a campus culture that acknowledges and values faculty and their ongoing growth and development as teachers, scholars, and active members of the campus and the local community.

The Center will be a stable, central site for faculty development and support, regardless of the turnover in departmental, college, or University leadership, enhancing current faculty development initiatives at the University. The Center will coordinate and support campus involvement in projects offered by foundations, associations, and federal agencies. It will train faculty in innovative tools and teaching/research methods for accomplishing their individual goals. And it will help faculty align their goals with institutional goals.

To provide these services and resources at the departmental or college level will be cost prohibitive. But a Center that relies on a University infrastructure of support staff and space can offer and coordinate services and resources effectively and affordably.

The FRC will be most effective if its mission and goals align with those of the University and if the Center's goals are translated into clear outcomes that can be assessed.

The following sections include graphic representations of

- the goals for the FRC
- the connections between the FRC's purpose and goals and the University's mission and goals
- details for each of the five FRC Goals, including specific objectives, proposed outcomes, and possible methods of assessment
- an organization chart
- a timeline for implementing this plan.

Faculty Renaissance Center Goals

Goal #1: Continuous improvement of teaching and learning.

Goal #2: An environment that increases quality and quantity of faculty scholarly and research activities.

Goal #3: An environment that accommodates faculty involved with ongoing leadership and service activities, and encourages new and creative service activities.

Goal #4: A communication center and repository for information about all University activities related to faculty development.

Goal #5: A collegial environment in which new and existing faculty can grow harmoniously.

Texas A&M University-Corpus Christi Mission and Goals

University Mission

Texas A&M University-Corpus Christi is devoted to discovering, communicating, and applying knowledge in a complex and changing world. The University identifies, attracts, and graduates students of high potential, especially those from groups who have been historically under-represented in Texas higher education. Through a commitment to excellence in teaching, research, and service, Texas A&M University-Corpus Christi prepares students for lifelong learning and for responsible participation in the global community.

University Goals:

- 1) A student body, of more than 10,000 students, which is representative of the demographics of the State of Texas and a corresponding increase of faculty and staff to support the students.
- * 2) A faculty dedicated to the continuous improvement of teaching, learning, scholarly research, and creative activity.
- 3) A statewide reputation for an exemplary undergraduate education, anchored by an integrated core curriculum and learning communities.
- 4) Recognized master's degree programs that enable students to be leaders in their fields and/or to continue their education at the doctoral level.
- 5) Strong doctoral programs which include degrees in a discipline related to the Harte Research Institute for Gulf of Mexico Studies, education, computer science, and clinical psychology, bringing the institution to the doctoral-intensive classification.
- 6) An enhanced research mission and a growing international reputation for research focusing on the Gulf of Mexico, early childhood, geographic information systems, and reading education.
- * 7) Collaborations with independent school districts, social agencies, public broadcasting, businesses, community colleges, medical schools, and other entities to provide access to lifelong learning and technological resources so that Texas A&M University-Corpus Christi is considered to be a leader in establishing successful partnerships, particularly to benefit the community.
- 8) An intellectual and cultural climate that inspires South Texans through the South Texas Institute for the Arts, the Performing Arts Center, and other cultural programs.
- * 9) Programs for students, faculty, and staff to develop leadership, collegiality, and University involvement.
- * 10) Access to the array of information resources and technology infrastructure necessary to support University programs, services, and research.

Faculty Renaissance Center Purpose and Goals

Faculty Renaissance Center Purpose

The Faculty Renaissance Center will promote and support lifelong learning and continual professional growth and development of the faculty at Texas A&M University-Corpus Christi. The Center will play a key role in creating a campus culture that values and acknowledges the contributions of faculty in the areas of teaching, scholarship and service.

<p>Goal #1 Continuous improvement of teaching and learning.</p>	<p>Goal #2 An environment that increases quality and quantity of faculty scholarly and research activities.</p>	<p>Goal #3 An environment that accommodates faculty involved with ongoing leadership and service activities, and encourages new and creative service activities.</p>	<p>Goal #4 A communication center and repository for information about all University activities related to faculty development.</p>	<p>Goal #5 A collegial environment in which new and existing faculty can grow harmoniously.</p>
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* Goals addressed specifically by FRC

Continuous improvement of teaching and learning
Faculty Renaissance Center Goal #1

Objective 1: Improve teaching methods and strategies that affect student (and teacher) learning.

- Strategy A: Introduce faculty to the FRC with focused orientation programs.
- Strategy B: Sponsor and present seminars, workshops and individual consultation on teaching methods, classroom assessment, teaching portfolios, civic engagement, and related issues.
- Strategy C: Provide resources and support for observations and formative assessments of teaching, for peer collaborations, and for reflection.
- Strategy D: Facilitate and/or obtain grants focused on stimulating excellence in teaching and learning.
- Strategy E: Provide consultation and/or support for conducting program reviews.

Products/Outcomes:

- Plans for orientation sessions
- Schedule of sponsored events and activities
- Reports from observations
- Portfolios of student work
- Faculty and peer reflections
- Information on grants
- Samples of program reviews, as well as basic outline, timelines, etc.

Outcome Assessment:

- Attendance
- Faculty feedback forms
- Workshop evaluation forms
- Review portfolios of student work
- Evaluation forms from the chairs of the program review committees

Objective 2: Integrate technology into the teaching and learning process.

- Strategy A: Sponsor and present workshops on technology and effective practices.
- Strategy B: Assist faculty in determining appropriate levels and applications of technology for their courses.
- Strategy C: Participate in evaluating and selecting the appropriate technology applications used by University faculty.
- Strategy D: Integrate the Educational Technology Committee's activities with the FRC.
- Strategy E: Integrate electronic portfolios into the curricula and administrative structure.

Products/Outcomes:

- List of available workshops
- Consultation procedures and forms
- Evaluation forms and surveys
- Teaching Learning Technology Roundtables
- Electronic portfolios for teaching, assessment and administration

Outcome Assessment:

- Workshop evaluation forms
- Faculty feedback forms
- Surveys of technology use
- Attendance at workshops
- Use of electronic portfolios

Objective 3: Create a student-centered learning climate.

- Strategy A: Sponsor and present workshops and seminars on active learning, learning styles, the learning needs of diverse students, and adapting curriculum for special needs students.
- Strategy B: Develop multiple, alternative forms of assessments of student learning.
- Strategy C: Develop an ongoing series of embedded assessment workshops.

Products/Outcomes:

- List of available workshops
- Alternative assessment samples

Outcome Assessment:

- Participant evaluation and feedback
- Survey of the utility and relevance of alternate assessment

An environment that increases quality and quantity of faculty creative, scholarly, and research activities.

Faculty Renaissance Center Goal #2

Objective 1: Provide resources to support faculty with individual and collaborative creative, scholarly, and research activities.

- Strategy A: Provide a central repository for announcements of opportunities: a reading room and web database of selected materials relevant to our faculty.
- Strategy B: Sponsor monthly colloquia and / or presentations for faculty to share their work in progress.
- Strategy C: Sponsor at least 2 workshops each semester that focus on inter- and intra-disciplinary collaboration among faculty and possible community connections for collaboration.
- Strategy D: Provide online interactive web space for peer review / collaboration.
- Strategy E: Provide an online forum for faculty to (pre) publish work.

Products/Outcomes:

- A dedicated space for books, journals, brochures, flyers, CFPs, RFPs, available to faculty
- A web space dedicated to announcements of opportunities, with access open to faculty for submitting materials (Wiki)
- A schedule of monthly events for faculty sharing / presentations
- A semester schedule of outside speakers
- Online site for peer review / collaboration
- Online forum for publishing faculty work

Outcome Assessment:

- Use of room / materials
- Quantity, quality, currency of materials available
- Quantity, quality, currency of materials shared
- Number of unique visitors to site
- Attendance at events
- Evaluations of events
- Number of users of site
- Number of faculty who are published
- Yearly survey of participant satisfaction

Objective 2: Assist the Office of Research and Scholarly Activity in providing information about grant opportunities and resources to support grant writing.

- Strategy A: With RSA, provide a central repository for information related to grant opportunities and grant writing support, contiguous to space provided above but clearly marked as grant-related.
- Strategy B: Assist in the training of faculty in the use of grant opportunity search software, initially performed by Research and Scholarly Activities (RSA).
- Strategy C: Provide grant writing workshops and support for grant peer review, including online forum.
- Strategy D: Provide forums for publication of successful grants and grant funded projects, including presentations, colloquia, and website.

Products/Outcomes:

- A dedicated space for print materials and for faculty reading
- A website and email distribution mechanism that provides information and materials and highlights deadlines and support opportunities
- A schedule of training workshops
- A schedule of grant writing workshops
- A process for peer review of grants-in-progress, including online forum for sharing and responding
- Electronic and print forums for sharing successful grants and grant funded projects

Outcome Assessment:

- Use of room / materials
- Quantity, quality, currency of materials available
- Quantity, quality, currency of materials shared
- Number of unique visitors to site
- Number of responses to announcements
- Attendance at events
- Evaluations of events
- Number of faculty who participate
- Number of users of the site
- Number of faculty who are published

An environment that accommodates faculty involved with ongoing leadership and service activities, and encourages new and creative service activities

Faculty Renaissance Center Goal #3

Objective 1: Record activities of service.

- Strategy A: Publish annual reports that document service rendered by faculty, and coordinate with the PIO to ensure faculty recognition within and beyond the University.
- Strategy B: Issue certificates/letters describing the extent and type of service for participating faculty to include in P&T portfolios.
- Strategy C: Create and maintain web space devoted to A&M-CC service activities, highlighting successes.

Products/Outcomes:

- Increased recognition/visibility for service
- Motivated faculty participating in service activities

Outcome Assessment:

- Annual reports documenting faculty participation (compare with baseline data)

Objective 2: Track current efforts of University groups and committees involved in on-campus service opportunities.

- Strategy A: Work with the Faculty Senate to encourage faculty engagement in service activities.
- Strategy B: Present periodic seminars/workshops on specific service activities concerning their challenges, successes and impacts.

Products/Outcomes:

- Collaboration between departments and colleges in service activities
- New and creative service activities via collaboration

Outcome Assessment:

- Annual reports documenting faculty participation (compare with baseline data)

Objective 3: Track current efforts of community service opportunities.

- Strategy A: Work with the Dean of Community Outreach and PIO to disseminate information about the American Democracy Project and service opportunities with public organizations (e.g. Texas State Aquarium, Corpus Christi Museum of Science and History, South Texas Institute for the Arts, Harbor Playhouse, etc.).
- Strategy B: Provide information on potential collaborative opportunities with other academic institutions (e.g. Del Mar College, TAMU-K, K-12 public schools).
- Strategy C: Present periodic seminars/workshops on specific service activities to highlight their challenges, successes and impacts.
- Strategy D: Serve as a clearinghouse for possible areas of common interest among faculty.

Products/Outcomes:

- Collaboration between faculty and community
- Strengthened ties between TAMU-CC and community
- Development of new, collaborative service activities, e.g., The American Democracy Project

Outcome Assessment:

- Annual reports documenting faculty participation (compare with baseline data)
- Number of articles about faculty and faculty efforts that appear in public media (newspapers, TV, etc.)
- Website highlighting American Democracy Project activities

Objective 4: Help faculty become recognized institutional leaders.

- Strategy A: Identify and mentor new faculty leaders.
- Strategy B: Define and facilitate the continuing professional development and expanding responsibilities of senior faculty leaders.
- Strategy C: Provide workshops on administrative roles and responsibilities.
- Strategy D: Facilitate transition for individuals from faculty to leadership roles.
- Strategy E: Facilitate transition for individuals from administrative to faculty roles.

Products/Outcomes:

- Pool of internal candidates for leadership positions

Outcome Assessment:

- Number of faculty who participate in workshops
- The number of faculty in leadership positions

Communication center and repository for information about all University activities related to faculty development

Faculty Renaissance Center Goal #4

<p><i>Objective 1: Identify existing resources.</i></p> <ul style="list-style-type: none"> • Strategy A: Review resources and practices in colleges, departments, and programs. • Strategy B: Review resources and practices in professional literature and at model institutions. 	
<p><i>Products/Outcomes:</i></p> <ul style="list-style-type: none"> • List of appropriate existing resources (internal and external) 	<p><i>Outcomes Assessment:</i></p> <ul style="list-style-type: none"> • Regular faculty and staff survey to identify all existing resources • Regular survey of professional literature

<p><i>Objective 2: Assess delivery options.</i></p> <ul style="list-style-type: none"> • Strategy A: Weigh benefits and limitations of print, digital, video, and audio delivery. • Strategy B: Consider available facilities, equipment, personnel, and costs for various delivery options. 	
<p><i>Products/Outcomes:</i></p> <ul style="list-style-type: none"> • Reports of available options • Cost / benefit analyses of options 	<p><i>Outcomes Assessment:</i></p> <ul style="list-style-type: none"> • Survey facilities, equipment, support and faculty expertise • Faculty feedback on preferences and uses of different delivery options

<p><i>Objective 3: Construct FRC web site.</i></p> <p>Strategy A: Plan, design, create, test usability of, maintain, and promote interactive web site.</p>	
<p><i>Products/Outcomes:</i></p> <ul style="list-style-type: none"> • Web spaces that provide access to current information and resources related to professional development in teaching, scholarship, and service • Web spaces that promote and support interactions among faculty 	<p><i>Outcomes Assessment:</i></p> <ul style="list-style-type: none"> • Assessment of satisfaction with website content, ease of use, links, etc. • Record number of unique users • Comparison with other high quality faculty development websites, for innovative suggestions

<p><i>Objective 4: Provide a forum for Campus Conversations.</i></p> <ul style="list-style-type: none"> • Strategy A: Solicit topics from faculty and administration. • Strategy B: Plan and schedule conversations (face-to-face and virtual). 	
<p><i>Products/Outcomes:</i></p> <ul style="list-style-type: none"> • List of topics and issues for Campus Conversations • Schedule of Conversations 	<p><i>Outcomes Assessment:</i></p> <ul style="list-style-type: none"> • Number and kind of suggestions for Conversations • Participation • Assess participant satisfaction

<p><i>Objective 5: Produce monthly newsletters and calendar (electronic/print).</i></p> <ul style="list-style-type: none"> • Strategy A: Plan, design, create, test usability of formats and contents. • Strategy B: Solicit contributors and contributions. • Strategy C: Plan for production support and maintenance of the newsletters and calendar. • Strategy D: Plan for sustainability of the newsletters and calendar. 	
<p><i>Products/Outcomes:</i></p> <ul style="list-style-type: none"> • Approved format and content • List of contributors and supporters • Production and distribution schedule 	<p><i>Outcomes Assessment:</i></p> <ul style="list-style-type: none"> • Assessment of faculty satisfaction with products • Assessment of ongoing interest and use • Number of unique users • Number of contributors, contributions, and supporters

A collegial environment in which new and existing faculty can grow harmoniously
 Faculty Renaissance Center Goal #5

Objective 1: Establish a faculty club.

- Strategy A: Identify prospective temporary location possibilities.
- Strategy B: Create planning committee to develop club's organizational and operational infrastructure.
- Strategy C: Sponsor social events and activities.
- Strategy D: Evaluate feasibility for faculty club including a restaurant and bar.

Products/Outcomes:

- Physical space for a faculty club
- Plan of events and activities (Literati club, etc.)
- Enhanced sense of community and collegiality
- Creation of close ties among faculty
- Positive organizational climate

Outcome Assessment:

- Use of space
- Faculty participation in scheduled events
- Faculty feedback
- Number of cooperative ventures among faculty
- Organizational climate index

Objective 2: Sponsor recreational sport events and activities.

- Strategy A: Survey the faculty to identify their favorite sports.
- Strategy B: Create leagues in sports based on the survey results.
- Strategy C: Organize picnics and other events for faculty.
- Strategy D: Coordinate activities and operations with University Recreational Sports program.

Products/Outcomes:

- Faculty participation in events
- Biannual faculty sport events
- Picnics and parties once a semester

Outcome Assessment:

- Number of events
- Percentage of faculty participating

Faculty Renaissance Center Personnel Needs Analysis

Faculty Renaissance Center Council

The Council coordinates the implementation of the Faculty Development Strategic Plan (2003), which provides for the University-wide coordination of faculty development initiatives. Specifically, the Council performs the following functions:

- Provides guidance and direction for the Faculty Renaissance Center
- Coordinates the selection of faculty fellows / consultants who lead activities of the FRC
- Consults with faculty representatives about specific FRC activities
- Serves as liaison to academic units across the campus
- Coordinates ongoing assessment efforts
- Reviews and modifies as necessary the objectives and outcomes of the Strategic Plan.

The Council will be appointed by the Provost's Council in accordance with the process set forth in the University Council & Committee governance documents. Members will serve staggered 2 and 3 year terms. Membership will include the Associate Vice President for Academic Affairs in an *ex officio* liaison capacity, at least one faculty member from each college (recommended by Dean), one professional librarian, and one representative from Title V (activity 3).

Faculty Fellows

FRC Fellowships will be awarded to faculty members with proven records of service, teaching, scholarship, and assessment. Each fellowship will include a 3 to 6 hour workload reassignment to the Faculty Renaissance Center for one to four semesters.

Service and Leadership Fellow

The Service and Leadership Fellow will serve as the primary person who assists in and performs planning, coordination, and supervision of comprehensive faculty service and/or leadership activities, under the general supervision of the Faculty Renaissance Center Advisory Council. The Service and Leadership Fellow connects faculty members to other groups internally and externally based on the needs, interests, and objectives of each group. Specifically, the Service and Leadership Fellow performs the following functions:

- Provides development guidance and assists in the identification, implementation, and maintenance of service activities
- Formulates and organizes workshops to inform and/or share service experiences
- Provides periodic information in coordination with external resources
- Creates program flyers and/or a newsletter to inform faculty about existing service activities and/or leadership opportunities
- Monitors service activities and, when necessary, offers advice and training in effective committee skills
- Performs other duties of a similar nature.

Pedagogy Fellow(s)

Recognized as master teachers by their peers and committed to the University's teaching mission, Pedagogy Fellows are faculty members who are experienced in ways to shape environments that maximize the potential for learning. Pedagogy Fellows are conversant with pedagogical practices suited to specific contexts (subject matter, course objectives, developmental stages and motivation levels of students, etc). They work as mentors and models, active in their learning communities, self-reflective in their own practices, and co-learners with their students. Pedagogy Fellow(s) will perform the following duties:

- Provide or sponsor seminars and workshops on teaching methods
- Provide individual consultations for faculty members
- Present workshops and seminars on student development and learning
- Review and write recommendations on the learning needs of diverse and special needs student populations
- Assist in the development of multiple means of assessing student learning
- Assist faculty in determining the appropriate levels and applications of technology for their courses.

Scholarship Fellow(s)

An FRC Fellowship will be awarded to one scholar from each of the colleges. Although these Scholarship Fellows' roles will be different from the Scholar in Residence, they will have proven records of scholarship or creative activity in their disciplines. They need not be tenured or hold a particular rank, but they will stand

out as leaders who help create an environment that stimulates and supports scholarly and creative engagement campus wide.

Scholarship Fellows will be selected for their high quality peer reviewed publications or performances, significant experience in the peer review process on a national level, a knowledge and history of strong scholarly ethics, and in some disciplines, a record of successful grant writing. These individuals must have the experience and ability to perform the following duties:

- Coordinate with other FRC Fellows and FRC staff in scheduling faculty development seminars
- Organize scholarship / research colloquia
- Assist in the scheduling and presentation of workshops on research methods and practices
- Assist with the acquisition of FRC library materials
- Assist faculty with questions regarding scholarly activity and scholarly ethics
- Assist in the preparation of College and Departmental grants.

Assessment Fellow

The Assessment Fellow will be a faculty member who has training in and experience with a variety of assessment designs and methods. This faculty member will work with colleagues from across the campus to develop and maintain a culture of assessment that supports and promotes the faculty goals of teaching, research, and service. In addition, the Assessment Fellow will

consult with programs conducting self-studies or program reviews required for accreditations.

Responsibilities include:

- Coordinate with FRC Fellows and staff to develop and present workshops and / or seminars on assessment design and methods
- Consult with individual faculty to help develop effective assessments for teaching, research, and service
- Coordinate with FRC Fellows and staff to develop multiple effective assessments of student learning
- Assist with preparation of self-studies and other reports required by accrediting bodies for the Vice President for Academic Affairs, the Associate Vice President for Academic Affairs, and the Associate Vice President for Planning and Institutional Effectiveness
- Serve on TAMU-CC committees and boards that prepare for SACS and other accreditation visits and reviews.

Scholar in Residence

The Scholar in Residence advances scholarly activity at TAMU-CC. This appointment provides a one- to four-semester period for a faculty member to complete a segment of research or other scholarly activity. Such activities may include writing a book, writing papers for publication, finishing research or related field/lab work, or developing service opportunities that would serve as a basis for research. The Scholar receives at least a half-time reassignment to be engaged in research and to serve as a model and coach to University colleagues. The

Scholar in Residence performs other duties, including but not limited to the following:

- Presents at least one seminar or workshop on the research conducted to the University community
- Holds at least two roundtable discussions for interested colleagues on research procedures and techniques
- Mentors a colleague on a similar research project and/or trains new/interested faculty in research procedures
- Develops a summary paper on the research to be circulated to the University community
- Reports final research findings at an international, national, state, or regional conference.

Faculty Resource Center Staff

Instructional Designer

The Instructional Designer, collaborating with FRC Faculty Fellows, develops, markets, implements and assesses workshops and seminars focusing on effective instructional design and pedagogy for University faculty. In addition, the ID assigns and schedules work to the Technology Trainer, represents the FRC on University committees and councils, is responsible for researching and recommending FRC purchases, composes FRC publications, and participates in professional development activities relevant to instructional design and pedagogy. Specific duties will include the following:

- Develops, markets, implements and assesses professional development programs for faculty that are related to instructional design and pedagogy
- Trains and schedules work for technology trainers, graduate assistant, and others as assigned
- Ensures high quality instruction provided to individuals as well as to groups through effective development and delegation / assignment of tasks
- Regularly meets with FRC administrator and advisory council
- Composes FRC publications, internal and external correspondence and documents
- Participates in professional development activities relevant to instructional design and pedagogy.

Administrative Coordinator

The Administrative Coordinator reports to the Associate Vice President for Academic Affairs, serves as business manager, plans and coordinates daily activities, supervises staff, and ensures that the Center operates efficiently and effectively. The Administrative Coordinator is also responsible for accommodating the needs of faculty assigned to the FRC. Among the duties that the Administrative Coordinator will perform are the following:

- Proposes initial budget to FRC Advisory Council
- Executes the approved FRC budget
- Oversees staff and student-worker training
- Coordinates meetings of the Advisory Council
- Assembles status reports for the Advisory Council

- Provides and arranges budgetary, clerical and other relevant support for faculty fellows
- Maintains FRC assessment and evaluation data.

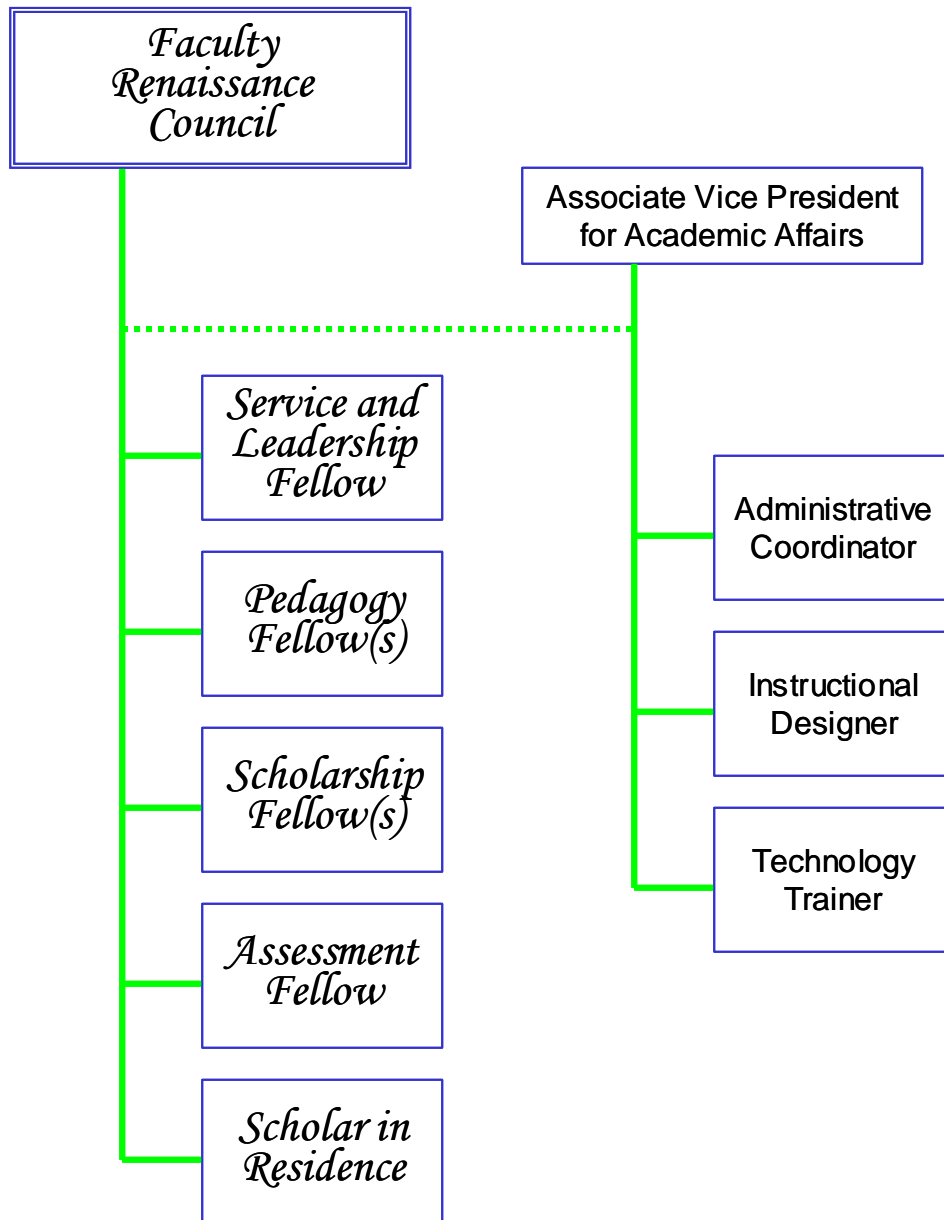
Technology Trainer

The Technology Trainer organizes, conducts, and facilitates tools training workshops, customized training sessions for small groups, and one-on-one individual sessions for faculty and staff. The Technology Trainer works closely with the Instructional Designer to develop training curricula, including workshop training aids, help sheets, and accompanying web related materials. In addition, the Trainer is responsible for the following support activities:

- Guides tools training for small groups and individual sessions
- Creates training materials such as help sheets and on-line tutorials
- Creates desktop publishing promotional materials
- Maintains accurate records of FRC equipment and activities
- Works with the Instructional Designer and other FRC staff to maintain the FRC website as needed
- Works with Administrative Coordinator to track and maintain assessment data
- Assists with the supervision of the graduate assistant and the maintenance of the FRC equipment
- Participates in professional development activities to remain current with technology, applications, and tools.

Faculty Renaissance Council

Organizational Chart



Proposed Calendar for Implementation of Renaissance Center

<i>Present Renaissance Center proposal to faculty</i>	Done
FDAC incorporate suggested revisions	May 10, 2003
Present revised proposal Vice President for Academic Affairs	Summer, 2003
FDAC plans CTE transition to FRC	May - August 2003
FDAC implements FRC	July 1, 2003
Appointment of Center's Faculty Renaissance Council	August 2003
Faculty Renaissance Council Solicit faculty for positions: Pedagogy Fellow(s), Scholarship Fellow(s) Leadership and Service Fellow Assessment Fellow Scholar in Residence	AY 2003 - 2004
Faculty Renaissance Council Develop PDQ for Instructional Designer	AY 2003 - 2004
Search and hire Instructional Designer	Summer, 2004
Conduct search for Administrative Coordinator FRC Administrative Coordinator Selected	AY 2004 - 2005

Appendix

The following list of faculty and staff have contributed to this document through participation in the work of the councils and committees that led to the creation of this document and the Faculty Renaissance Center.

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Paula Biedenharn
Glenn Blalock
Merry Boggs
Mark Bohling
Jim Bonner
Johnston Brendel
JoAnn Canales
Leo Carrillo
Nancy Cunningham
Beverly Cunningham
Leon Dube
Sandra Harper (ex officio)
Jan Haswell
Claudia Johnston
Edward Jones
Esperanza Joyce
Debbie Kanipe
David Kendrick
Abbey Kratz*

*Zu Kweon Kim
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Frank Lucido
Granger Macy
Tim McCoy
Robert McMinn
Elisabeth Mermann-Jozwiak
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Ross Purdy
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