LAMAR UNIVERSITY FACULTY SENATE
MINUTES FOR April 6, 2005

Senators Present: : Arts & Sciences: Peggy Doerschuk, George Irwin, Terri Davis, Dave Castle, Paul Griffith, Mike Matthis, Sandra Brannan, Roger Cooper, Christine Bridges-Esser, Rick Altemose, Valentin Andreev, Paul Nicoletto, Martha Rinker, Rebecca Boone, Emma Hawkins, Business: Kakoli Bandyopadhyay, Celia Varick, Larry Allen, Jai Young Choi, Education: Fara Goulas, Kimberly Chalambaga, George Strickland, Dan Chilek, Lula Henry, Bill Holmes, Bernadette Moore, Engineering: John Gossage, Mien Jao, Hsing-wei Chu, Bernard Maxum, Fine Arts & Communication: O’Brien Stanley, Jeff Wisor, Ann Matlock, Sumalai Maroonroge, Nicki Michalski, Library: Sarah Tusa, Developmental Studies: Joe Kemble, Lamar State College PA: Mavis Triebel

Senators Absent: Arts & Sciences: Sandra Brannan, Don Owen, Alec Matheson, Dennis Miller, Dianna Rivers, Iva Hall, Shelia Smith, Steve Zani, Business: Jim Cammack, Nhung Nguyen, Engineering: Paul Corder, Kurt Dyrhaug, Fine Arts & Communication: Kim Ellis, Library: Jeff Lacy

1. Faculty Senate President, Bill Holmes, called the meeting to order at 3:05 p.m.

2. A motion was made by Bernard Maxum and seconded by Christine Bridges-Esser to approve the March 5, 2005 Minutes.

3. President’s Report: Bill Holmes

• Paula Nichols presented a preview of the Quality Enhancement Plan (QEP)
• Bill reminded senators of Staff Appreciation Day (April 15, 2005)
• Asked to consider applying for/nominating someone for the 2005 Rogers Community Service Award (deadline 4-15-05).
• Noted that additional reserved parking places are being considered in the McDonald Gym area.
• A statement will be added to the F2.08 which will indicate that the ranges of percentages for workload are to serve as guidelines and may vary as appropriate.
• He reminded college senators that election results are needed.

4. Committee Reports

Academic Issues – Terri Davis
• Reported on how “special admit” students are processed and that a resolution will be presented to the next faculty senate.
• Decided that any cell phone policy should be at the discretion of the individual faculty.
• Discussed the use of adjuncts and will present a resolution at the next meeting.

Faculty Issues – Hsing-Wei Chu
• The percentage assigned to teaching on the F2.08 should be based on efforts put in teaching rather than number of courses taught.
• An informal survey was conducted regarding the current process in evaluating administrators.
• A summary of concerns regarding the use of the student health center by faculty was presented.

Budget & Compensation – Ann Matlock
• Ann passed to the faculty senate a hand-out concerning Texas legislation proposals that might affect TRS. She indicated that it seemed more appropriate to contact our legislators rather than make a faculty senate proposal.

Development & Research – Rick Altemose
• The committee wishes to distribute two documents (attached) and make the following recommendations to the Senate:
o Document #1: OFFICE OF FACULTY DEVELOPMENT AND RESEARCH: A PROPOSAL "The Committee supports Lamar engaging in efforts to secure outside funding to fund this program."
o Document #2: PROPOSED FACULTY TECHNOLOGY SUPPORT CENTER "The Committee supports Lamar engaging in efforts to secure outside funding to fund this program."

Distinguished Faculty Lecturer – Fara Goulas
• Applications need to be in the possession of persons nominated
• The committee will meet next Wednesday at 3:00 p.m. in the Family and Consumer Science
• The University needs to secure an appropriate media screen for the presentation.

5. Old Business

• None

6. New Business:

• Rick Altemose, chair of the Faculty Development and Research Committee, moved that the new Faculty Development Leave Application document replace all current Senate documents relating to the Faculty Development Leave Program. The motion carried. (Attached is the revised copy of the document the Senate approved on April 6, 2005. It includes the friendly amendment in item 4, page 2 of the Administrative Routing Sheet that added the Department Chair as a recipient of the report of the project.)
• A motion was made by Terri Davis and seconded by Lula Henry to approve the Office of Faculty Development and Research (See Attached) The motion included a Proposed Faculty Technology Support Center (see attached).
• Valentin Andreev was nominated by Ann Matlock to represent the Faculty Senate on the Faculty Performance Evaluation/Merit Salary Increase Appeals Committee. Fara Goulas moved that the nominations cease and Valentin was elected by acclamation.
• The following persons were elected to the nominating committee for faculty senate officers for the 2005-2006 term.
o Celia Varik – Business
o Kimberly Chalambaga – Education
o Hsing-Wei Chu – Engineering
o Christine Bridges-Esser – Arts & Sciences
o Jeff Wiser – Fine Arts
o Joe Kemble – Developmental Studies
o Sara Tusa – Library
• A motion was made by Peggy Doerschuk and seconded by Hsing-Wei Chu to provide a tent at a cost of $160-$170 for the March-of-Dimes “Walk-A-Thon.” The motion carried.

6. Open Comments

• Paul Nicoletto indicated that the 9-day mini did not give enough contact hours to teach 4-hour classes. Terri Davis indicated that she has confronted that issue, and a discussion ensued that length can be negotiated with Dr. Doblin.
• Christine Bridges-Esser indicated that during building renovations many faculty prefer blackboards instead of white boards. It was said that President Simmons did not want blackboards. Celia Varik said that chalk dust will ruin computers.

7. A motion to adjourn was made by Terri Davis and seconded by Emma Hawkins.

Attachments:
Lamar University Faculty Development Leave Program
Office of Faculty Development and Research: A Proposal
Proposed Faculty Technology Support Center

LAMAR UNIVERSITY
FACULTY DEVELOPMENT LEAVE PROGRAM

Faculty Development Leaves are paid leaves of absence from normal duties for the purpose of professional self-improvement. In order to apply, an applicant must have been a faculty member at Lamar University for at least two consecutive academic years. Faculty member is defined as a person employed by the institution on full-time basis as a member of the faculty or staff whose duties include teaching, research, or administration, including professional librarians. The Faculty Senate considers only applications from teaching and library faculty, since other advisory bodies consider applications from administration (including department chairs) and staff.
Faculty may apply for either a summer session (full pay), a semester (full pay), or an academic year (half pay). A faculty member may NOT apply for leaves under more than one of the above categories during any given year, and the same or strikingly similar projects will not be funded twice.
Supply the information in Items 1 through 7 in the spaces provided on the next page, which will serve as a cover sheet. Answer questions 8-12 on additional sheets as needed, numbering and heading the items. Be concise, but include all information needed to evaluate your application. The criteria for evaluation are as follows:

Primary Criteria
1. To what extent will the proposed activities improve the faculty member’s teaching and/or ability to perform scholarly/research activity?
2. To what extent is a development leave necessary for the accomplishment of the proposed activities?
Secondary Criteria
(When the number of applicants who fulfill equally the primary criteria exceeds the number of leaves available, the following secondary criteria will be taken into account.)
1. Length of service at Lamar.
2. Length of time elapsed since last Development Leave and documented results of previous leaves.
3. Services rendered to Lamar beyond regular teaching assignments (administrative or semi-administrative duties, curriculum development, committee work, special assignments).

On or before [date to be entered here, normally the 1st Monday following the Faculty Senate meeting in October], submit your paperwork as follows:

1) Ten copies of the completed application form to the President of the Faculty Senate.
2) One copy of the “Administrative Routing Sheet” (found at the end of this document) and three copies of your completed application form to your department chair.

For further information consult the chair of the Faculty Development and Research Committee, a member of the Faculty Senate from your college, or an officer of the Faculty Senate.

APPLICATION FOR LEAVE ([years to be entered here],)

Check one:

\_\_\_\_1st or 2nd Summer Session [year to be entered here], (full salary for one summer session)

\_\_\_\_Fall Semester [year to be entered here], (full salary for one semester)

\_\_\_\_Spring Semester [year to be entered here], (full salary for one semester)

\_\_\_\_Fall and Spring Semesters, [years to be entered here], (half salary for academic year)

1. Name 2. Date \_\_\_\_\_\_\_\_

3. Department 4. Rank \_\_\_\_\_\_\_\_

5. Highest degree held

6. Year appointed at Lamar

7. Dates, purposes, and documented results of all leaves of absence received.

8. Title and abstract (50-100 words).

9. Describe your proposal. What exactly do you intend to do and how do you intend to do it?
(Suggestion: most readers of your application will not be from your discipline. Please avoid jargon).

10. Exactly what skills, abilities and/or knowledge that you do not currently possess will be developed by your project?
(Suggestion: include evidence that your project is feasible and that you will be able to do it. Depending upon the type of project, this might take the form of a letter of acceptance to a program, letter(s) of support, evidence of prior interest in the area of the leave, prior courses, presentations or publications, and so on. You should clearly address the question of exactly how the skills, ability and/or knowledge developed will enhance your teaching and/or scholarship/research at Lamar University. Depending upon the type of project, this might take the form of an explanation of how the courses you are assigned or will be assigned will benefit from your experience and/or how your research/scholarly skills will be improved).

11. Explain why a development leave is necessary for the accomplishment of your proposal.
(Suggestion: explain especially the need to maintain residence for specific periods of time outside the Beaumont area.)

12. Services rendered to Lamar beyond regular teaching assignments (administrative or semi administrative duties, curriculum development, committee work, special assignments).

13. You may attach a maximum of three letters of support.
(Suggestion: while letters of support are not required, depending upon your project, a letter from your Dean, Department Chair, colleagues, and/or outside sources may help the committee evaluate your application).

ADMINISTRATIVE ROUTING SHEET (page 1 of 2)

To be filled out by applicant and forwarded, together with three copies of your completed application form, to your Department Head by [date to be entered here, normally the 1st Monday following the Faculty Senate meeting in October].

1) I request $\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in addition to salary replacement (maximum $5,000) for the development project to be used for the following:

2) For Summer leave applicants only. Statement of teaching plans during the summer for which the grant is requested: (Intention to teach one summer term, both summer terms, or not at all.)

3) If your full-salary proposal is approved, but is not one of the funded projects, would you be willing to consider adjusted financial backing (normally this would be 1/2 salary)? (Note: your answer will not be available to the Faculty Senate during the ranking process and will not be considered in the approval and/or ranking of your proposal).

\_\_\_\_\_\_\_\_ I would be willing to consider adjusted financial backing

\_\_\_\_\_\_\_\_ I would NOT be willing to consider adjusted financial backing

4) If my project is funded, I, the undersigned, agree to return to full-time service at Lamar University for at least one semester (for a summer session or one semester leave) or one academic year (for an academic year leave) and to submit to the Provost, the Faculty Senate and the Department Chair within 60 days after the leave period a report of the project and its results (see Appendix A).

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Signature Date

ADMINISTRATIVE ROUTING SHEET (page 2 of 2)

To be filled out by Department Chair and forwarded, together with two copies of the completed application form, to your Dean by [date to be entered here, normally the 3rdt Monday following the Faculty Senate meeting in October].

\_\_\_\_\_\_I support the attached leave.

\_\_\_\_\_\_ I do NOT support the attached leave.
(If the Chair checks the NOT support block, he/she may attach a letter of explanation).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Signature Date

To be filled out by Dean and forwarded, together with one copies of the completed application form, to the Provost by [date to be entered here, normally the 1st Monday following the Faculty Senate meeting in November].

\_\_\_\_\_\_I support the attached leave.

\_\_\_\_\_\_ I do NOT support the attached leave.

(If the Dean checks the NOT support block, he/she may attach a letter of explanation).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Signature Date

APPENDIX A

LAMAR UNIVERSITY FACULTY SENATE
FACULTY DEVELOPMENT AND RESEARCH COMMITTEE

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DEVELOPMENT LEAVE REPORT

A report of two to three pages in length should be submitted to the Secretary of the Faculty Senate, the Executive Vice President for Academic Affairs, and your Department Chair within 60 days after returning from the leave period.

The report should include the following:

I. Statement of purpose for which the leave was given.

II. Report on accomplishments during the leave which fulfill the stated purpose.

III. Report on any future accomplishments likely to result from the leave.

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OFFICE OF FACULTY DEVELOPMENT AND RESEARCH: A PROPOSAL

Introduction

A Faculty Senate Ad Hoc Committee on Faculty Needs was appointed in May, 2004 to identify campus-wide faculty development needs. The committee was also charged with making recommendations on how those needs can best be met and estimating the cost of doing so. The findings and recommendations of the Committee follow.

Campus-Wide Faculty Development Needs
Lamar University faculty in its teaching role faces enormous challenges to its working patterns. We inevitably are having to "do more with less," as student numbers increase without matching funding. Faculty are being asked to teach a wider range of students (mature, disadvantaged, part time, etc.) in different ways involving new methods and technologies. Accountabilities are being sharpened and made explicit, as quality reviews and assessments examine what we do.
In this demanding environment, faculty need assistance to develop such competencies as:
• awareness and understanding of the different ways in which students learn;
• knowledge, skills and attitudes relating to assessment and evaluation of students, in order to help students learn;
• commitment to scholarship in the discipline, maintaining professional standards and knowledge of current developments;
• awareness of IT applications to the discipline, both as regards access to materials and resources world-wide and as regards teaching technology;
• sensitivity to external "market" signals as regards the needs of those likely to employ graduates of the discipline as well as new developments in the external environment, such as competitive threats;
• mastery of new developments in teaching and learning;
• customer awareness, as regards the views and aspirations of stakeholders, including students;
• understanding of the impact that international and multi-cultural factors have on the curricula;
• ability to teach a diverse range of students, from different age groups, socio-economic backgrounds, races, etc. throughout a longer day;
• skills in handling larger numbers of students in a variety of settings without the loss of quality;
• development of personal and professional "coping strategies";
• people skills, such as how to be collaborative and collegial in order to develop academically and professionally;
• strategic awareness of the institution’s position;
• understanding of how to use institutional decision-making processes in a collegial environment.
This formidable list of required competencies is unlikely to come together in any one person. So, members of the faculty will tend to specialize or seek help in developing some of the skills and functions described.
The Lamar University faculty in its research role is also under pressure. We are increasingly assessed on the quality of our research and on our ability to raise outside funding as well as on the volume of research conducted and published. Funding is much more competitive than before and often open to international bidders. Research customers are becoming more demanding in the quality of the proposals they require and the final end products they expect. Among the skills which we need are:
• proposal writing;
• networking and fund raising for projects;
• managing doctoral students and researchers;
• project management, particularly relating to international partnership projects.

For Lamar's academic support staff in the library and computer center there are matching demands. The new technologies require mastery of new techniques and software in searching for information and a changed role in supporting users of these support services. The boundaries are blurring between the roles of teachers and those advising students on information retrieval. Both are helping the student to access knowledge held elsewhere, and both are faced with calls for help over longer hours from a wider ability-range of students. Consequently, the LU academic support staff also requires an on-going development initiative.
Proposed Office of Faculty Development and Research

The Committee recommends the establishment of an Office of Faculty Development and Research. The creation of the Office of Faculty Development and Research at Lamar University will allow concentration and coordination of efforts to help faculty in developing and maintaining the necessary competencies for scholarly success in teaching, research and university service.

A. Mission
As a comprehensive, regional university with extensive educational programs, Lamar University’s academic efforts are directed to both applied and basic research, scholarship and creative activities. The University’s emphasis on the teacher-scholar model naturally leads to the creation of an Office of Faculty Development and Research that will contribute to the research mission of the university and the educational and scholarly growth of its faculty. In addition, such an office will facilitate the University’s initiatives in the economical development of the Golden Triangle.

B. Organizational Structure and Responsibilities

1. Office of Faculty Development
• The Office, with advice from a University Standing Committee, will identify and coordinate current faculty development efforts, identify new program possibilities and secure funding for faculty development efforts.
• The Office will plan and develop broad-ranging programs for the academic development of the tenured and non-tenured faculty.
• The Office will encourage and provide support for funded research, disseminate information of funding opportunities, help with the grant-writing process, organize grant writing workshops and organize a mentor structure in which successful grant writing faculty are awarded for mentoring faculty who are writing external grants.
• The Office will encourage and facilitate undergraduate research, as well as interdisciplinary research.
• The Office will establish and coordinate a new faculty mentoring program. (See Section C.2).
• The Office will greatly expand current faculty development leave programs and investigate innovative leave programs.
• The Office will work in conjunction with the surrounding community on economic development.
• The Office will assist in the recruitment and retention of faculty, with a special mandate to foster academic development, productivity and excellence.
• The Office will enhance the collegial atmosphere of the academic community.
• A Goal of the Office will be the pursuit of teaching excellence. Programs will be developed that make substantial contributions to the faculty member’s professional development as it directly relates to his/her teaching capabilities. These programs will introduce or further develop faculty competence and interest in new delivery methods, teaching techniques, and educational trends.
• Workshops and symposia will be held to address such topics as but not limited to:
1. Course construction
2. Syllabus writing
3. Organizing and presenting lectures
4. Effective use of audiovisuals
5. Using the Internet
6. Use of computer based instruction
7. Stimulating class participation
8. Developing mentoring skills
9. Managing discussions
10. Grading/Evaluation
• The Office will develop proposal writing skills
• The Office will assist in the creation of collaboration between faculty who have had minimal research/scholarship experience and more experienced faculty members. The senior member may provide assistance in any phase of the project, such as research or creative design, data collection and analysis, or project evaluation.
• The Office will assist faculty in grant critique analysis and grant re-submission.

2. Location. The Office should be strategically located (suggest John Gray Center with Institutional Advancement).

3. Vice President of Faculty Development

• Coordinate the activities of the Office of Faculty Development in order to gather and disseminate information of development opportunities to the Lamar faculty
• Assess faculty interests and needs for personal and professional development
• Work with the Faculty Senate and the University Standing Committee to develop appropriate faculty assessment and incentives
• Establish a specific agenda of projects and activities for each academic year
• Establish and regularly review guidelines for the distribution of funds in support of faculty development proposals
• Initiate, coordinate and provide faculty with developmental opportunities that will help them to stay current in their field and/or to expand into new fields of study
• Initiate, coordinate and establish a new faculty mentoring program
• Establish contacts with the community for economic development
• Coordinate follow-up project evaluations to develop activities that will assist in future planning
• Prepare an annual report to the President on activities and expenditures in support of faculty and economic development
• Obtain outside funding for all faculty research and development
• Develop a network of research scholars to assist in the formulation, implementation and evaluation of research goals
• Provide mentoring for grant writing

C. Programs

The Ad Hoc Committee specifically recommends the establishment of programs for faculty development and new faculty mentoring under the direction of the proposed Office of Faculty Development and Research. Descriptions and costs of these two programs are included here.

1. Faculty Developmental Program.

A. Introduction
There is a basic need to provide faculty with developmental opportunities that will help them stay current in their field and/or to expand into new fields of study. The Faculty Developmental Program should be designed to meet the myriad needs of our diverse faculty. Examples of developmental activities that fall under this program include such things as:
1. Providing funding to secure release time for one course to give a faculty member time to perform independent study in his or her field.
2. Paying tuition for a faculty member to attend a course in his or her field at another institution.
3. Paying expenses for a faculty member to attend a short course at another institution.
4. Paying expenses for a faculty member to attend a tutorial session at a conference.
5. Paying reasonable travel expenses for a visual or performing arts faculty member to attend professional shows in his or her field.

B. Responsibilities of the Office of Faculty Development and Research
• Secure funding for a Faculty Developmental Program that will provide for 20% of Lamar’s full-time faculty to engage in developmental activities each year on an ongoing basis.
• Administer the Program.

C. Responsibilities of the Faculty Member
• Submit Application for Faculty Development that specifies the nature of the request, the cost, and how the proposed activity will help develop the faculty member.
• Submit a brief report of what was accomplished as a result of the developmental support.

D. Responsibilities of the Department
• Approve requests for developmental support. Applications for developmental support must be found meritorious by the majority of the faculty of the department and should be granted based on length of time since last developmental support and potential benefit to the faculty and department.

E. Benefits for the University
• Faculty development
• Retention of excellent faculty
• Enhancement of department quality

F. Cost of the Program
It will cost approximately $300,000 per year to enable twenty percent of Lamar’s full-time faculty to engage in developmental activities. This is based on an estimated average cost of $3000 per developmental activity and an estimated 500 full-time faculty.

2. New Faculty Mentoring Program

A. Introduction
This mentoring program is intended to be a useful tool for helping new faculty members adjust to their new academic environment at Lamar University. This program will not only benefit new faculty but also give a sense of community among faculty members at all levels and disciplines. A mentor would be an invaluable supplement to the guidance and assistance of the Department Chair. The success of the program would depend on the new faculty members, mentors and the deptartment chair all taking an active role in the development process.

B. Responsibilities of the Office of Faculty Development and Research
All new faculty members are automatically entered into a mentoring data base, along with any other faculty members who volunteer to participate. Once a year an update sheet is sent to participants asking them if they wish to remain in the program and verifying that their contact information is correct. The year is organized around a series of events which enable faculty to meet with each other. Regular events include: New Faculty Orientation, Coffee welcome, Let’s Meet, End of term dinner, Workshops, etc. There is no obligation on anyone to attend any event. Everything is voluntary.

C. Responsibilities of the Department Chair
As soon as a new faculty member is hired, the Chair assigns a mentor to serve as a means of acclimating the new faculty member to Lamar. The Chair is responsible for advising new faculty on matters pertaining to academic reviews and advancement.

D. Responsibilities of the Mentor
The mentor should contact the new faculty member in advance of his/her arrival at the University and then meet with the new faculty member on a regular basis over at least the first two years. The mentor should provide informal advice to the new faculty member on aspects of teaching, research and committee work or be able to direct the new faculty member to other appropriate individuals. Often the greatest assistance a mentor can provide is simply the identification of which staff one should approach for which task. Funding opportunities are also worth noting. The mentor should treat all dealings and discussions in confidence. There is no evaluation or assessment of the new faculty member on the part of the mentor, only supportive guidance and constructive criticism. The mentor would be available to answer questions about F2.08 forms, Promotion and Tenure criteria, tips for new faculty, etc.

The most important task of a good mentor is to help the new faculty member achieve excellence and to acclimate to Lamar. Although the role of mentor is an informal one, it poses a challenge and requires dedication and time. Therefore, the mentor should be given release time to properly mentor. A good relationship with a supportive, active mentor has been shown to contribute significantly to a new faculty member’s career development and satisfaction.

E. Typical Issues
• How does one establish an appropriate balance between teaching, research and committee work? How to say “NO”.
• What criteria are used for teaching excellence, how is teaching evaluated?
• How does one obtain feedback concerning teaching? What resources are available for teaching enhancement?
• What should one expect from graduate students? What is required in a graduate program?
• What are the criteria for research excellence, how is research evaluated?
• How does the merit promotion and tenure process work? Who is involved?
• What committees should one be on and how much committee work should one expect? How does one get on a committee being a new faculty member?
• What social events occur in the department?
• What seminars and workshops are available?

F. Qualities of a Good Mentor
• Accessibility-the mentor is encouraged to make time to be available to the new faculty member. The mentor might keep in contact by dropping by, calling, sending e-mail, or extending a lunch invitation. The mentor should make time to read/critique teaching, research, service and to provide feedback to the new faculty member.
• Networking-the mentor should be able to help the new faculty member establish a professional network and help with getting the new faculty member on committees.
• Independence-the new faculty member’s intellectual independence from the mentor must be carefully preserved, and the mentor must avoid developing a competitive relationship with the new faculty member.

G. Goals for the Mentor
Short term goals
• Familiarization with the campus and its environment, including the Lamar system of shared governance between the Administration and the Senate.
• Networking-introduction to colleagues, identification of other possible mentors
• Developing awareness-help new faculty understand policies and procedures that are relevant to the new faculty member’s work
• Constructive criticism and encouragement, compliments on achievements. Totally confidential.
• Helping sort our priorities-budgeting time, balancing research, teaching, and service.

Long term goals
• Developing visibility and prominence within the profession
• Achieving career advancement

H. Benefits for the University
• Faculty development
• Retention of excellent faculty
• Enhancement of department quality

I. Changing Mentors
In cases of changing commitments, incompatibility, or where the relationship is not mutually fulfilling, either the new faculty member or mentor should seek confidential advice from the Office of Faculty Development. It is important to realize that changes can and should be made without prejudice or fault.

J. Cost of the Program
• Approximate yearly cost is $60,000, based on $2000 release time for one course for an estimated 30 new faculty members/ per year. Release time of one course per faculty mentor per new faculty member. (i.e. $2,000 per new faculty member).

PROPOSED BUDGET FOR OFFICE OF FACULTY DEVELOPMENT

Proposed Yearly Budgeted Expenditures

Salaries
Vice President, Faculty Development and Research $130,000 1.0
Asst Vice President, Faculty Development 40,000 .5
Asst Vice President, Research 40,000 .5
Asst Vice President, Economic Development 40,000 .5
Admin Asst 28,000 1.0
Clerk-Typist 18,000 1.0
Graduate Fellows 50,000
Student Assistants 40,000
Maintenance and Operations
Faculty Development Initiatives 300,000
New Faculty Mentoring Initiative 60,000
Capital Equipment and Charge backs 50,000
Telephone / Utilities / PC Charges 10,000
Travel 25,000
\_\_\_\_\_\_\_
Total $811,000

TIPS FOR NEW FACULTY
FIRST THINGS FIRST
• Make yourself known to and develop a good relationship with the department secretary.
• Organize your time effectively: use productive active hours for research and writing. Take advantage of the Time Management workshop offered by Lamar.
• Create a “tenure and promotion” file immediately. Keep duplicate copies of all relevant materials at home (CV, F2.08’s, publications, teaching evaluations, committee, community service, student advising)
• Stay focused.
• Be courteous to everyone around you (no matter how difficult it may be)
• Attend all department meetings and social functions. Isolation is often cited as a common problem for new faculty.
ON SETTING GOALS
• Set explicit priorities early in your career. Tenure assessment comes sooner than most people expect. Don’t lose focus on your goals. Prioritize.
ON TEACHING
• Provide full course descriptions for your students that outline course objectives, content, texts or readings, methods, attendance policy and evaluation. Provide sufficient detail on the nature of assignments, value or worth, and due dates so that students aren’t left guessing what you expect of them.
• Always try to keep the 10 minutes before class free from other commitments to avoid arriving in class harried, irritable, out of breath, or whatever.
• There’s only time to address between 2 and 5 learning objectives in a single class. Start each class by stating these 2-5 key points as the topic for the day. State them as learning outcomes—what your students will be learning that day.
• In each course spell out the expectations you have of the students in the first class, reiterate them consistently at regular intervals and stick with them.
• Think of positive learning experiences that you’ve had, and copy them.
• Get your teaching organized. Discuss your teaching load with your Department Chair and request not to have multiple new preparations during your first year’s teaching.
• It takes three tries to “get it right” so don’t expect too much of yourself in the first year—address the major course objectives and it will be a little easier next year.
• Don’t sweat the little stuff, and that includes hearing isolated complaints from individual students… you can’t please everyone all of the time, so listen to the majority, not the minority opinion. That includes when someone says your question is ambiguous, you should ask for a show of hands and clarify to the whole class only if it proves to be a major issue. Ask the minority to stay after class or come in during office hours so you can address their issues without taking up everyone’s time in class, or skewing the discussion)
• Have someone from outside the department do peer evaluation of your teaching and get feedback from them.
ON ADMINISTRATIVE DUTIES
• Avoid EXCESSIVE committee and administrative work early in your career.
• DO serve on University committees; it is the best way to meet colleagues from other disciplines across campus. DO try to AVOID being talked into becoming the chair of any committee in the first years.

ON RESEARCH
• Concentrate on writing grants and writing manuscripts for publication.
• Keep your nose to the keyboard and write, write, write.
• Keep your manuscripts in the mail, not in the desk or in your head.
• Use whatever resources that are available to advance your research, within the bounds of law, ethics and courtesy.
• Research and learn all you can about grant applications immediately.
• Find an area that interests you and develop experience and expertise that you can gradually become recognized as a national and then an international expert in your field. Research funds go to those who have a proven track record in a particular area of knowledge.
ON DOCUMENTING
• Create a “tenure and promotion” file immediately! Keep duplicate copies of all relevant materials at home. (see above)
• Document any form of harassment if you experience them.
• Save letters of thanks, supportive memos, etc. for your dossier.
• Document your contributions as you go, highlighting efforts made to improve your teaching.
ON BALANCE
• Find help if you are having a difficult time figuring out what’s happing in your department.
• Choose a good mentor or several mentors for guidance in research activities or grant writing, for teaching advice.
• Seek the advice of your mentors before volunteering for every committee you think interesting.
• Interact with your colleagues. (They may be valuable liaisons and support.)
• Don’t rely on your department to give you important information; find out for yourself from outside sources and clarify with the Department Chair.
• You will be a more balanced person, and better scholar, if you remember the importance of your family and a life outside the University.
• Don’t forget to take time to enjoy yourself!
• Take breaks, exercise, listen to music, MAINTAIN YOUR SENSE OF HUMOR.

ON PROMOTION AND TENURE
• Establish a good working relationship with the Department Chair.
• Talk to other faculty members for potential collaborative research.
• Attend conferences.
• Start putting together your Dossier the first year; don’t wait till year 4 to do it.
• Read Department guidelines for tenure and promotion
• Know procedures (the application process, what happens, making an appeal, etc.) from the beginning. Be optimistic but prepare for the worst just in case (i.e., document everything as you go).
• Ask the Chair and others to review your CV well in advance. Don’t sell yourself short but construct the CV properly and don’t pad it.
IN GENERAL
• Seek out information on computing services, professional development workshops, internal and external grant deadlines and all Lamar resources in general.
• Avoid taking on more than you can handle.
• Avoid trying to change the world in one day.
• Avoid getting too depressed if things do not work out.
• Avoid criticizing publicly or privately.
• Practice diplomacy when conflicts arise.
• Take time to read the Faculty Handbook.
• Don’t get overwhelmed-others have been new faculty before you and survived. You don’t have to be perfect the first year.
• Keep on smiling because others have made it and you probably will, too.

\*Information above compiled from several web sites on faculty research and development programs.

Proposed Faculty Technology Support Center

Lamar University is growing and responding to the needs of higher education in the twenty-first century. To successfully continue this positive direction, faculty should be encouraged in their mission of teaching, research and service with the most current technological support that can be provided.

The Faculty Technology Support Center will serve the technology needs of faculty for both teaching and research. It will assist faculty in expanding, enhancing, and exploring the appropriate integration of technology into teaching and learning. The Faculty Technology Support Center will help Lamar to meet it instructional mission to emphasize quality teaching. It will also serve research goals by encouraging faculty members to support the principle that research is inseparable from teaching. The Faculty Technology Support Center will also help faculty to produce outreach materials that can serve our state and region. For instance, visiting lecturers, artists, and performers can be made available to others through the use of digital video and audio and the World Wide Web.

The Center will have a computer and media facility available for faculty use and for training workshops. Staff will include an instructional designer with faculty experience and tenure track status, an administrative assistant to coordinate activities of the center, and student workers from computer science and graphic design. Staff and student workers will work one on one with faculty to produce new teaching and research tools.

Services provided by the Faculty Technology Support Center will include:

1. digital video production with the advice and collaboration of faculty;
2. conversion of materials to digital format for teaching and research;
3. creation and duplication of CDs and DVDs;
4. creation and maintenance of web sites for teaching and the sharing
of research findings;
5. audio production and/or digital recording of lectures, concerts, and
other events;
6. a variety of training and workshops for faculty in new technologies,
instructional design and new media; and
7. graphic design for publications.

The Faculty Technology Support Center should be part of the proposed Office of Faculty Development and Research, and not a part of any department. It is essential that this center focus on the research and teaching needs of the faculty.

For the new Faculty Technology Support Center, at least one faculty level position and one staff position shall be funded. In addition, at least ten student workers shall be funded to assist faculty.

PROPOSED BUDGET FOR THE FACULTY TECHNOLOGY SUPPORT CENTER

1.Instructional designer $60,000

2. Administrative assistant $25,000

3. Student web master $11,200

4. Student Technology Assistants
10 at $6.50/hr, 20 hr/week (long semester) $46,800

5. Annual software and hardware upgrades and maintenance $50,000

6. Specialized software licenses $100,000

7. Consumables (CDs, DVDs digital tapes, etc.) $10,000

Total annual budget $303,000

Equipment purchases (one time expense) $150,000
Remodel new space (one-time expense) $100,000