

1.0 Brief History

OBU has long had a strong commitment to excellence in education. In the early 1960's, a task force was formed by Dr. James Ralph Scales, at the request of the faculty, for the purpose of drafting an official document that would represent the faculty's position with regard to their role in providing quality education at OBU. This document, "Commitment to Excellence," was the first official and published statement on behalf of the faculty presenting their sense of responsibility toward the students to provide the highest possible quality of liberal arts education available. It is still the standard today and may be found in Section 2.10.1 in the Faculty Handbook.

At about the same time, the Professional Status & Standards (PS&S) Committee came into being. Its original function was to serve as a grievance and mediation vehicle for professional conflicts that might arise. However, during the mid 1970's, its focus shifted toward the goal of assisting faculty members in improving their teaching skills in the classroom area. The committee saw itself as having two main functions: review/evaluation and faculty development. The faculty mandated reviews and evaluations were provided by the appropriate dean, by concerned and caring colleagues, and by the faculty member's students.

The PS&S Committee felt successful in providing the types of evaluations which the faculty requested but was frustrated by the lack of appropriate funds necessary for the developmental activities needed to implement the suggestions that resulted from the reviews and evaluations. It seemed that the emphasis was primarily on review, with inadequate follow-up in terms of development opportunities.

Another University Standing Committee, the Grants Committee (formerly called the Faculty Development and Grants Committee) had the charge of recommending faculty to receive non-travel grant money. At the time, the Provost dispensed the travel monies. The amount of money budgeted to the Grants Committee for funding faculty development activities dwindled as the years progressed. When the position of Provost was eliminated, the travel funds were then disbursed through the deans. So it seemed that several groups within the University were concerned with promoting development activities among the faculty members, but the efforts were neither strongly funded nor coordinated across school/college lines.

In addition to coordinating faculty development activities within the University, another problem arose as a result of the review process provided by the PS&S Committee. It concerned the way in which the evaluations and comments themselves were used. Initially, all documents resulting from the evaluation procedure were to be kept personal and confidential, with copies kept on file only

in the PS&S office and accessible only to appropriate PS&S Committee members and the faculty member involved. Then in the mid 1970's, some faculty members wanted to (and did) include particularly positive evaluation results in their displays for the Promotion and Tenure Advisory.

This new use of the PS&S review became both a blessing and a curse. On the one hand, including this data provided a more objective and quantitative method for making promotion/tenure decisions; but, by allowing such documents to be included in this manner, the entire process became potentially threatening. Now, if a faculty member chooses not to include reviews from his PS&S evaluations, one tends to conclude that the faculty member must have something negative to hide. Although this is neither a fair nor a necessarily logical conclusion, it is, nonetheless, a real one. This situation also supports the view held by many professional development experts that such evaluations cannot realistically be used effectively for both formative (development) and summative (promotion/tenure) purposes.

In October of 1980, at the request of the PS&S Committee, Provost William E. Neptune provided a workshop on the topic of Growth Contracting as it was being used at Clark College. It was the first time that many faculty members had heard anything specific on this topic. The seed was planted for such a program to be initiated at OBU.

In August of 1983, the PS&S Committee, the Faculty Council and President Bob R. Agee requested a task force to investigate the need for two evaluation systems: one to be used for formative or developmental purposes and another to be used for summative or personnel decisions. Members of this Faculty Evaluation and Development Task Force were Nancy Cobb, Mary White-Johnson, Shirley Jones, John Mayer, Rhetta Mayfield, John Prince, Slayden Yarbrough, and Chairman Norman Searcy. Their goal was to find a way to retain the best of PS&S but also to add the necessary funds for faculty development.

President Agee had repeatedly stated that support for faculty development programs was high priority item in his administration. With this assurance, the task force made the following recommendations: that all faculty members be reviewed under the direction of their deans during their first, second, and fifth years of employment followed by regular PS&S reviews every five (5) years afterward; that the Faculty Growth Agreement be adopted; and that the Faculty Development Committee, with both administrative and faculty input, be created to administer the Faculty Development Program. The task force report appears as Appendix K of this Handbook.

The purpose of the mandatory reviews for all first-, second-, and fifth-year faculty members was to apprise these faculty members of their performances as perceived by those around them. For the faculty members who were progressing as expected, the confirmation was reassuring. The ones who were not progressing as the University expected were counselled appropriately. Such regular reviews lessened the likelihood that a faculty member could come to the seventh year of employment, thinking he was satisfying all the University's expectations of him, only to be denied Senior Faculty Status and have to begin the search for another position.

The Faculty Growth Agreement (FGA) represented the task force's concerted effort to address the need of a faculty with a high percentage of tenured members to maintain a continued emphasis toward professional and academic growth. The task force determined that there must be a personal commitment on the part of each and every faculty member to make and keep growth-oriented goals.

Some of the hopes that the task force had for the newly created Faculty Development Committee were that this group would

- 1) assist the Vice President for Academic Affairs to fairly and equitably disburse and manage the funds which the University would designate for faculty development;
- 2) provide pertinent and meaningful on-campus faculty development activities; and
- 3) serve as a liaison between faculty and administration regarding the needs of faculty members with regard to professional development.

(For further delineation of these goals, see Appendix K, section II B, of this document.)

The Faculty Development Task Force presented its report and recommendations to President Bob R. Agee and the faculty of OBU in April of 1984. Since that report, their recommendations have been incorporated with few alterations.

2.0 General Statements Regarding the Faculty Development Committee

Section 2.11.6 of the Faculty Handbook concerns itself with the professional growth and development of the faculty members of Oklahoma Baptist University. (As appropriate, excerpts from that section will be noted for reference.) The Faculty Development Committee (FDC) is the committee charged with the task of administering the Faculty Development Program as adopted by the University faculty and administration in 1984.

The FDC directs and assists the faculty in completing and updating their Faculty Growth Agreements; makes recommendations regarding the disbursement of the funds designated by the University

for faculty development; works with the academic administrators in organizing and providing pertinent and timely on-campus faculty development activities in the form of workshops, seminars, discussion groups, etc.; and serves as a liaison between the faculty and administration with regard to the professional and academic development needs of faculty members. (Appendix K, Section IIB, further describes these goals.)

2.1 Faculty Development Committee Membership and Election Procedures

The Faculty Development Committee consists of "one faculty member each from the Schools of Business, Nursing, and Christian Service, two faculty members from the College of Fine Arts, and three faculty members from the College of Arts and Sciences. Representatives shall be elected by April 30 of each year by the faculty of the school or college they represent. One member of the Dean's Council, appointed by the Vice President for Academic Affairs, shall also serve on the committee.

Each member of the Faculty Development Committee will serve a three-year term with elections scheduled in such a way that no more than one-third of the committee will rotate in a given year. Should a vacancy occur, it shall be filled by vote (or appointment should the vacancy occur from the Dean's Council representative) within fourteen (14) days.

A member of the Faculty Development Committee may be replaced (a) at his request; (b) at the request of two-thirds of the members of his school or college; (c) at the request of two-thirds of the members of the Faculty Development Committee, or (d) as a result of separation from the University.

The Chairman of the Faculty Development Committee shall be selected by the members of the committee from those members entering their third year of service. The chairman shall serve for one year and shall receive three (3) credit hours per semester for time devoted to administering the program." (Faculty Handbook 2.11.6.1)

Because of the on-going faculty-wide involvement entailed, members of the Faculty Development Committee devote a considerable amount of time to FDC work. Each member of the committee shall be a member of one of three subcommittees: the Faculty Growth Agreements Subcommittee, the Grants Subcommittee, or the Activities Subcommittee. The Faculty Development Committee, as a whole, generally finds it necessary to meet at least once per month, with the subcommittees often meeting between times to conduct their necessary business.

2.2 Funds Administered by the Faculty Development Committee

When the University faculty and administration adopted the faculty-administered Faculty Development Program in 1984, the University committed itself to funding such a program and to making faculty development a higher priority at OBU. Each year since that time, the University has budgeted monies for use in the Faculty Development Program. The size of this budget is recommended by the Vice President for Academic Affairs with ultimate approval determined by the President of the University. In 1984-85, the FDC's budget was \$22,000; in 1985-86, it was \$23,000. This represents a commitment above and beyond the development funds previously provided through the deans of the various schools and colleges within the University.

In the first committee meeting of each academic year, the members of the Faculty Development Committee recommend the allocation of total funds into three general categories: activities, printing and postage, and grants. Since its inception, the funds have been budgeted approximately in the following manner:

Activities	20%
Printing and Postage	5%
Grants	75%

The allocation of funds may be adjusted at any time during the year to meet the development needs of the University faculty.

2.3 Cooperative Effort Between College/School Deans and the FDC

Since its inception under the 1984 guidelines as outlined in the Faculty Handbook, the Faculty Development Committee and the deans of the University's various schools and colleges have tried to complement each other's roles in meeting the professional and academic development needs of the University faculty. There are at least two positive by-products of this cooperative effort:

- 1) The deans no longer have the full burden of administering funds for all of the developmental activities of their faculty members and consequently can help, to a greater extent, a greater number of faculty members with a greater number of projects.
- 2) The process whereby a faculty member applies for a grant seems to increase both the awareness of and the communication regarding the on-going development activities of the faculty

The deans have taken as their responsibility the administration of funds for development-related travel expenses encountered by their faculty members, while the Faculty Development Committee has taken as its responsibility the development activity costs that go beyond travel expenses, such as registration fees, printing/publishing, lodging, etc. (These are more fully detailed in section 5.1 of this Handbook.) Overall, the cooperative efforts between these two groups have thus far seemed quite beneficial and productive in reaching the goal of promoting development activities among OBU's faculty members.

3.0 Committee Structure

3.1 Chairman

Following the election of new representatives to the Faculty Development Committee each year, the committee shall select one of its members to serve as Chairman. This person shall be chosen "from those members entering their third year of service. The chairman shall serve for one year and shall receive three (3) credit hours per semester for time devoted to administering the program." (Faculty Handbook 2.11.6.1)

The duties of the FDC chairman shall be as follows:

- 1) to work with the Vice President for Academic Affairs in promoting an atmosphere that encourages continued commitment to the importance of personal and professional development on the part of the faculty;
- 2) to call and serve as presider for all FDC meetings;
- 3) to make appropriate subcommittee membership assignments;
- 4) to serve as consultant to all subcommittees of the FDC;
- 5) to coordinate the necessary procedures for granting the specific requests approved by the FDC;
- 6) to serve as recipient of Faculty Growth Agreements; grant requests, and suggestions for development activities;
- 7) to notify all faculty members of the status of their Faculty Growth Agreements and related documents, their requests for financial assistance, and their expense reports;
- 8) to conduct a workshop during New Faculty Orientation for new faculty members for the purpose of introducing them to the University's Faculty Development Program and helping them to construct their first Faculty Growth Agreements;
- 9) to conduct a follow-up workshop on or before April 1 of each year to help the first-year faculty members to update their Growth Agreements after they have had a semester to adjust to their roles within the University;
- 10) to keep current and appropriate records regarding the status for the faculty's growth agreements, grant approvals and expense reports; and
- 11) to serve as the spokesman for the FDC and the faculty in

development considerations.

In order to provide assistance with the numerous clerical demands associated with the position of FDC chairman, the services of the secretary for the dean who has been appointed by the Vice President of Academic Affairs to membership on the FDC shall be available to the FDC chairman.

3.2 Secretary

A member of the Faculty Development Committee shall serve as Secretary for the committee. This person may be selected by the committee or appointed by the chairman of the FDC. The person who serves as the secretary for the committee shall not be appointed as chairman of one of the FDC subcommittees.

The duties of the FDC secretary shall be as follows:

- 1) to keep complete and accurate minutes of all FDC meetings, and
- 2) to distribute copies of the minutes of all FDC meetings to all FDC members within five (5) working days of each meeting.

3.3 Subcommittees of the Faculty Development Committee

Each member of the Faculty Development Committee, including the chairman and secretary, shall be a member of only one of the following subcommittees.

3.3.1 Faculty Growth Agreements (FGA) Subcommittee

The Faculty Growth Agreements Subcommittee shall consist of three FDC members, none of whom are from the same school or college, and shall be responsible for reviewing the growth agreements written by the faculty members of the University. The chairman and members of this subcommittee shall be appointed by the FDC chairman.

As Faculty Growth Agreements are received by the FDC chairman, they shall be forwarded to the FGA chairman. The duties of the FGA Subcommittee shall be as follows:

- 1) to conduct an informal workshop within the first two weeks of the fall semester each year in order to assist faculty members in completing their growth agreements and related documents;
- 2) to review each submitted FGA for completeness and relevance to the faculty member's discipline;
- 3) to maintain a current Faculty Development Check Sheet (see Appendix A of this Handbook) for each faculty member's FGA and related documents;
- 4) to provide any requested assistance to individual faculty

- members in completing the various parts of the FGA;
- 5) to assist the Activities Subcommittee in planning development opportunities for the University Faculty by informing them of common needs expressed by the faculty members through the FGA's;
 - 6) to assist the Grants Subcommittee in making budget forecasts by notifying them of projected financial needs observed in the process of reviewing the FGA's; and
 - 7) to recommend policy regarding FGA's.

3.3.2 Grants Subcommittee

The Grants Subcommittee of the Faculty Development Committee shall consist of three committee members from different schools or colleges. The chairman and members of this subcommittee shall be appointed by the FDC chairman and shall be responsible for monitoring the flow of grants monies through the Faculty Development Committee.

Upon receiving a faculty development grant request, the FDC chairman shall forward the request to the Grants Subcommittee chairman. The duties of the Grants Subcommittee shall be as follows:

- 1) to communicate with the FGA Subcommittee in reference to the types and dispersion of financial needs expressed by the faculty members in their FGA's;
- 2) to recommend policy regarding grant requests;
- 3) to review all grant requests that come before the FDC;
- 4) to recommend action regarding such requests;
- 5) to maintain up-to-date records concerning the approved requests, especially with respect to
 - a) faculty member's name, school/college, travel account number,
 - b) notation indicating if the faculty member has an endowed chair or other available funds for faculty development use,
 - c) appropriate submission of approved growth agreement,
 - d) amount of approved grant,
 - e) time frame in which money will be used (fall, spring, mini-term, or summer),
 - f) whether grant was subsequently used;
- 6) to present a report at each meeting of the FDC composed of:
 - a) a detailed list of grant proposals for the period, including names of persons requesting funds, amounts requested and nature of activities proposed, and
 - b) a summary cover sheet reflecting aggregate requests for year-to-date and identified as fall, spring, or summer activities; and
- 7) to inform the FDC of the status of the funds remaining to be used for grant considerations.

3.3.3 Activities Subcommittee

The Activities Subcommittee of the Faculty Development Committee shall consist of three committee members from different schools or colleges. The chairman and members of this subcommittee shall be appointed by the FDC chairman and shall be responsible for planning, coordinating, and advertising a variety of appropriate and timely on-campus development activities for the University faculty during the academic year.

The duties of the Activities Subcommittee shall be as follows:

- 1) to work with the Vice President for Academic Affairs in planning, promoting, and conducting the annual Back-to-School Workshop and other faculty development experiences;
- 2) to communicate with the FGA Subcommittee in reference to the types of on-campus development opportunities for which faculty members express needs in their FGA's;
- 3) to recommend policy regarding on-campus development activities provided through the FDC;
- 4) to solicit suggestions regarding development activities from the University faculty;
- 5) to assist the faculty members in such efforts as the formation of teaching triads, research triads, and discussion group;
- 6) to coordinate the on-going process of helping faculty members to share with their colleagues the ideas received from and the papers

presented at the conferences, workshops, etc., which they have attended;

- 7) to provide at least one major workshop or seminar per semester for the benefit of the University faculty; and
- 8) to keep the University faculty informed regarding the development opportunities available to them on OBU's campus.

4.0 Faculty Growth Agreements (FGA's)

4.1 Definition and Purpose

The University expects each faculty member to spend a minimum of 20% of his professional time and effort engaged in professional activities. (Faculty Handbook 2.11.6) This 20% minimum represents a goal which the University has for each of its faculty members. Such a goal is unlikely to be met with less than an organized effort. Therefore, as mandated by the Faculty Development Program adopted by the University in 1984, on or before October 1 of each year, a faculty member will submit to the Faculty Development Committee a Growth Agreement describing the development activities he plans for the following year. Every third year, usually on the year when he does not teach in January Term, each faculty member will submit all three parts of the Growth Agreement. New faculty members will also submit all three parts. The faculty member may make a photo copy of the necessary forms from Appendices B, C, and E of this Handbook.

	Progress Report	Part I	Part II	Part III	Miniterm Proposal
Yearly	X			X	
J-Term Off or Every Third Year	X	X	X	X	X
First Year Faculty		X	X	X	

a. Part I: The Self-Profile

In the self-profile, the faculty member defines his current University/community roles (teaching responsibilities, committee work, University service, administrative roles, and community/church service) and then assesses his strengths and weaknesses. (See Appendix B of this Handbook.)

b. Part II: The Development of Goals

In Part II, the faculty member develops general, long-term goals. These goals should be related to the assessment in Part I. Parts I and II will be completed only once every three years. (See Appendix B of this Handbook.)

c. Part III: The Yearly Growth Agreement

Parts I and II become the basis for each yearly growth agreement, which is described in Part III. (See Appendix B of this Handbook.) Each faculty member should review his needs, strengths, and weaknesses in the academic, professional, and personal enrichment areas and set goals for improvement or enhancement during the following year. He may wish to consult with his dean and/or department and/or division chairman in developing measurable objectives and determining what evidence will be produced for evaluation of goal attainment. Each one-year plan will outline actions to be undertaken in at least one, if not all three, of the growth areas, examples of which are listed below. In any three-year period, there should be at least one activity from each area.

(1) Academic; college courses (in the faculty member's teaching area or supporting it), seminars, workshops, research, publications, composition, recital presentation, faculty exchange, or other activities which enhance or broaden the teaching area.

(2) Professional: conventions, conferences, meetings, fieldwork (exchange), curriculum design, accreditation team membership, or other appropriate professional activities.

(3) Personal Enrichment: travel, concerts, creative events, physical health regimen, or other such activities.

Individual Staff Development Plan required for faculty involved in teacher education, may be substituted for Part III.

The Faculty Development Committee will review and must approve all Growth Agreements. To be approved, the Growth Agreement must include the three parts above with listed activities which are chosen to foster growth in the areas described in the general and long-range goals. The committee will use its judgment in determining the quality, quantity, appropriateness of the actions planned.

Growth Agreements which are not approved will be returned to the faculty member for revision. At the request of either party, the faculty member may meet with the Faculty Development Committee (or the FGA Subcommittee) to receive assistance in writing his Growth Agreement. A faculty member will have fourteen (14) days to revise a returned Growth Agreement, though extension of this time may be given

with the consent of the Faculty Development Committee." (Faculty Handbook 2.11.62)

Note: Each faculty member is responsible for keeping a copy of his Growth Agreement for his own personal files so that he may reference it when making Grant Requests and when completing his annual Progress Report on Development Programs.

4.2 Progress Reports on Development Programs

Reflection on the progress one has made toward the goals he has set for himself is a necessary part of professional and academic growth. It is important not only for the purpose of seeing how far one has come but also for the purpose of maintaining or adjusting the goals he has set for himself. In an effort to aid in this process of reflection, each faculty member, on or before October 1 of each year, "will submit to the Faculty Development Committee a progress report concerning the fulfillment of his Growth Agreement for the previous year." (Faculty Handbook 2.11.6.3)

Completion of this Progress Report should aid in formulating appropriate and meaningful goals and activities for Part III of the FGA. (See Appendix E of this Handbook.)

4.3 Statement of Proposed Development Activity to Satisfy January Miniterm Commitment

On or before October 1 of the academic year in which a faculty member is scheduled to participate in a development activity in fulfillment of the January miniterm commitment, he shall update Parts I and II of his Faculty Growth Agreement **in addition to** completing the regularly required Yearly Growth Agreement. He will also submit a written statement declaring and describing in as much detail as is possible this proposed activity. (See Appendix C of this Handbook.)

Appropriate activities in which a faculty member may choose to engage may include, but should not be limited to, the following: writing papers or articles intended for publication, writing grant proposals, spending time in research, spending both quality and quantity time in reading professional materials, attending and/or participating in professional or academic conferences, participating in formal academic study, composing or producing other creative works of art, and preparing or presenting concerts or recitals. The primary consideration for approval of a faculty member's development activity shall be its relevance to that faculty member's discipline and/or growth agreement.

Since not all appropriate development activities lend themselves well to the January time period, the faculty member who is due to participate in such an activity may, with the approval of the Faculty Development Committee, choose to fulfill this requirement at some other time during the year.

4.4 Sanctions: Failure to Submit a Faculty Growth Agreement

"A faculty member who does not submit a Growth Agreement and/or any of its related documents by October 1 or who does not submit a revised Growth Agreement and/or any of its related documents when so requested by the committee will not be eligible for grants in that school year. Even when a faculty member misses the deadline, he is still responsible for submitting a Growth Agreement." (Faculty Handbook 2.11.64)

The faculty member shall be reminded of his omission by the Chairman of the Faculty Development Committee. If the faculty member does not respond to this reminder within fourteen (14) calendar days, the Faculty Development Committee may report the individual's refusal to participate to the appropriate dean and the Vice President for Academic Affairs who shall attempt to resolve the problem. Should the faculty member persist in non-participation, the dean and/or the Vice President for Academic Affairs may initiate disciplinary action as they deem appropriate in accordance with the policies and procedures outlined in section 2.9 of the Faculty Handbook."

4.5 Records

"The Faculty Development Committee shall keep on file the Growth Agreements and Development Reports of all currently employed faculty. These records shall be made available only to members of the Faculty Development Committee and to the individual faculty member." (Faculty Handbook 2.11.6.5) **Each faculty member is responsible for keeping a copy of his own file, especially the Yearly Growth Agreement, for reference purposes.**

In order to make the whole process of goal-setting as positive and developmentally beneficial as possible, neither the actual Faculty Growth Agreement document nor the Progress Report on Development Programs may be used in promotion and five-year or continuous-contract review displays. The reason for this policy is to avoid the possible pressure to write only easily attainable goals.

Evidence of progress made toward the goals set forth in the Growth Agreement other than the document itself may be used in the review displays for promotion and five-year or continuous-contract considerations at the discretion of the faculty member.

4.6 Answers to Frequently Asked Questions Regarding Faculty Growth Agreements (FGA's)

1. **Q:When are Growth Agreements due and to whom are they submitted?**

A:Growth Agreements shall be submitted to the Chairman of the Faculty Development Committee on or before October 1 of each year.

2. **Q:Do I have to fill out the entire form each year?**

A:A faculty member shall complete Part III: The Yearly Growth Agreement and the Progress Report on Development Programs each year of his employment as a ranked faculty member of Oklahoma Baptist University. (For exceptions to this, see question #3 of this section.) Parts I: Self-Profile and II: Development of Goals must be completed every three years, when a faculty member is scheduled to participate in a development activity to satisfy the January Miniterm commitment.

3. **Q:What is required of first-year faculty members, part-time faculty members, and faculty members with Senior Professor Status?**

A:During the **first year** of employment, a faculty member shall complete and submit Parts I, II, and III of the Faculty Growth Agreement. The Chairman of the Faculty Development Committee shall conduct a workshop for all first-year faculty members during New Faculty Orientation to help each one get started on completing the form. Since some of the questions in Part I: The Self-Profile are meaningful primarily to the faculty member who has been at OBU for at least a few years, the new faculty member can at best initially answer these questions with "Not Applicable" or "N/A." Then on or before April 1 of each year, (after each new faculty member has had some time to become adjusted to the campus community) the Faculty Development Chairman shall meet again with these first-year faculty members to assist each of them in updating his Growth Agreement. Since the Progress Report on Development Programs would not be meaningful during the first year of a faculty member's employment, this report shall be required during the second and all subsequent years of the faculty member's employment at the University.

Participation in the Faculty Development Program is highly encouraged, but not required, of part-time faculty members and those holding the rank of Senior Professor in the University. Therefore, those faculty members just described may elect not to submit Faculty Growth Agreements to the Faculty Development Committee. However, should such a faculty member desire to receive financial assistance in some development activity such as attending a conference, for

instance, he would be required to participate fully in the Faculty Development Program, which would include submitting and receiving approval of a completed Growth Agreement, before his request for financial assistance would be considered.

4. Q:Where are the Faculty Growth Agreements stored? Who has access to them? Who keeps copies of them?

A:Faculty Growth Agreements shall be stored in a file cabinet located in the office of the dean who has been appointed to represent the Dean's Council on the Faculty Development Committee. Since the secretary of this dean has the responsibility of assisting the chairman of the Faculty Development Committee in the many clerical duties associated with this committee, it seemed logical that all forms and growth agreements be filed within easy access of this person. The file cabinet remains locked except when the dean's secretary or the members of the Faculty Development Committee need access to it.

Only two copies of a faculty member's Growth Agreement should exist: one for the Faculty Development Committee's files and one for the faculty member's personal and confidential files. It is necessary that a faculty member keep a copy so that he may refer to it when requesting financial assistance for a development project, when reporting the progress he is making toward achieving his development goals, when updating Parts I and II of the FGA, and when completing Part III of his FGA each year. It is inappropriate, however, that copies of faculty member's Growth Agreements be on file other than these two places mentioned. Should a dean, department chairman, or divisional chairman need to discuss a faculty member's goals with him or to assist the faculty member in writing his growth agreement and developing his goals, he should, of course, do so; but, as long as the faculty member has a copy of his Growth Agreement to which he may refer, it is unnecessary that the dean, department chairman, or division chairman have a personal copy of this document. This policy is meant to protect the use of the Growth Agreement for formative (developmental) purposes as opposed to summative (personnel) considerations.

The Faculty Development Committee recognizes the role of the dean, department chairman, and division chairman in guiding and counselling the faculty members in their respective schools, colleges, and departments regarding professional and academic growth. Likewise the FDC also recognizes the right of these administrators to maintain copies of any and all evaluations and critiques which they write in the process of reviewing the faculty members which they supervise. However, the FDC

also strives to guard and protect the personal nature of the Growth Agreement as a document in which the faculty member is allowed to stretch his vision and to dream without fear of being penalized for failing to achieve a prescribed number of goals. It is not meant to hinder the professional and academic growth process but rather to protect it from possible, though not probable, abuse.

5. **Q:May the Faculty Growth Agreement or any of its related documents be used in displays for promotion or Senior Faculty Status considerations?**

A:The actual documents themselves may not be included in such displays. However any evidence **other than the documents themselves** which supports one's application for promotion or Senior Faculty Status may certainly be included in a display for such personnel considerations. Particular goals may be referenced, progress may be noted; but the documents themselves may not be included.

6. **Q:Since the Faculty Handbook in section 2.11.6 refers to the Faculty Development Program as being "faculty-administered," what is the role of the dean representative to the Faculty Development Committee?**

A:The dean representative is a most valuable member of the FDC. He serves not only as an active participant but also as an immediate resource regarding administrative considerations and their effects on the faculty's professional and academic growth activities. Out of respect for the privacy of the Growth Agreements and their related documents, he refrains from viewing such documents that come from the faculty members in his own school or college and defers to the judgement of the remaining members of the Faculty Development Committee who review these documents. He fully participates, however, in all other aspects of the committee's work.

7. **Q.Must the President, the Vice President for Academic Affairs, and the deans complete Growth Agreements?**

A.Because these administrators are as concerned with their own professional development as they are concerned with the professional and academic development of the faculty members which they supervise, they also complete and submit growth agreements, including self-profiles, goal statements, and progress reports on their development activities. The forms which they complete differ slightly from the faculty forms in order to reflect the different types of responsibilities which these administrators have as compared to those faced by faculty members whose primary responsibilities are non-

administrative in nature. (See Appendix D of this Handbook.)

5.0 Faculty Development Grants

Inherent in the process of setting goals is taking action toward meeting those goals; and very often, a prerequisite to taking that action is the acquisition of financial assistance. The University Faculty Development Program budget is one of two major sources of financial assistance available to the University's faculty members; the other is the faculty member's dean. The goal of this portion of the Faculty Development Handbook shall be to outline some of the activities for which the Faculty Development Committee may recommend that funds be awarded, to explain the eligibility criteria for awarding grants, and to detail the procedures which a faculty member must follow in applying for a grant, in accessing approved grant monies, in accounting for expenditures, and in sharing the benefits with one's colleagues.

5.1 Appropriate Activities for Which Grant Monies May Be Used

Any formal list of the activities for which grant monies could appropriately be applied from funds allocated for the Faculty Development Program would undoubtedly be incomplete. So the following must be considered as a guideline and not an exhaustive catalog.

- 1) Registration fees for conferences or workshops;
- 2) Tuition costs;
- 3) Conference or course materials;
- 4) Hotel or lodging costs;

- 5) Transportation costs not covered by one's dean;
- 6) Publication costs associated with conference or seminar presentations; and
- 7) Reading materials associated with on-campus Discussion Group topics.
- 8) Banquet tickets which include the costs of a keynote speaker; and
- 9) Travel which does not pertain to research, field work, conference attendance, or course work. Travel must be directed to specified sites and must clearly further the faculty member's expertise in his field. Travel grants are made only in exceptional cases. The committee may request a report after the travel is completed.

(Meals are NOT reimbursed)

Any given request for funds received from an eligible applicant may be fully funded, partially funded, or denied funding at the discretion of the Faculty Development Committee based upon the criteria outlined in section 5.4 of this document.

5.2 Eligibility Criteria for Faculty Development Grant Applicants

Any faculty member, either full-time, part-time, or having Senior Professor rank, who has on file an approved Faculty Growth Agreement (Parts I, II, and III) with all of its appropriate related documents (Progress Report on Development Programs, Statement of Proposed Development Activity to Satisfy January Miniterm Commitment) and who has first approached his dean for possible funding of the development activity in question is eligible to apply for a faculty development grant from the Faculty Development Committee.

The President of the University, the Vice President for Academic Affairs, and the deans participate in the Faculty Development Program by submitting annual growth agreements to the Faculty Development Committee. Funds to assist these officers with their professional development are provided from budgeted sources other than the Faculty Development Fund.

5.3 Guidelines for Requesting Faculty Development Funds

The following should be considered as procedural guidelines for a faculty member to follow when desiring financial assistance with a professional and/or academic development activity.

The faculty member should make a photo copy of the form "Application for Faculty Development Funds" from Appendix H of this document. The faculty member should complete this form and itemize the request for funds. This itemization can include, if applicable, costs for registration or tuition, transportation (both air and/or ground), lodging, necessary materials, and any other costs associated with the activity; in short, as much detail as he can provide. The request for funds must be for fifty dollars or more. Requests under fifty dollars should be directed to the appropriate dean.

The faculty member should next submit the completed application form and any additional pertinent information (brochures, advertisements, etc.) to his dean for consideration. The dean will notify the faculty member of the amount of the request he can fund, if any, and will then forward the application to the Faculty Development Committee for consideration by the Grants Subcommittee and then the full FDC.

Grant applications shall be processed at specified times, depending upon the time of the proposed activity. This time frame will be published at the beginning of each school year and distributed at the opening meeting of the University Forum. Reminders of deadlines will be published in Our Day. Applications

may be submitted by faculty at any time but will be processed in accordance with the published deadlines noted above.

Grants may be considered "early" (i.e., prior to the normal time frame) under the following circumstances:

- 1) If there is a substantial savings in registration fees by meeting an organization deadline.
- 2) If there is a substantial savings in travel fees by booking and ticketing early.

If the FDC denies or defers action on the request, the FDC chairman will notify the faculty member and his dean of both the decision and the reasons for the decision to deny or defer action. Should the FDC approve some or all of the request, it will then be forwarded in the form of a Check Request to the Vice President for Academic Affairs. Following the signature by the Vice President for Academic Affairs, the FDC chairman will notify the faculty member and his dean of the committee's actions.

5.4 Grant Decision Considerations

At its first subcommittee meeting, the Grants Subcommittee will establish a tentative limit on initial awards for the academic year based on the funds available for grants, equitably apportioned among the University faculty.

Several criteria exist in the review process of a faculty member's application for financial assistance from the Faculty Development Committee. The Grants Subcommittee considers each of the following:

- 1) Is the proposed activity relevant to the faculty member's discipline?
- 2) Does the activity directly apply to the goals which the faculty member has established in his growth agreement?
- 3) Has the faculty member received the approval of and partial subsidy from his department/division chairman and/or dean?
- 4) Is there evidence of efforts to obtain the best rates for hotel, air fare, etc? (Food costs are **considered** for possible funding **only** if the cost of the meal is required of all participants, as in the case of a required banquet for which the participant has no option to economize and/or a banquet or luncheon for which part of the cost is for the keynote speaker.)
- 5) Is the faculty member an active participant in the proposed activity; i.e., workshop participant, paper presentation officer, panel member?
- 6) For what amounts of money has the faculty member been funded in

the last two years? (TO BE CONSIDERED ONLY IF FUNDS ARE LIMITED)

5.5 Accessing Approved Grant Monies

Each University faculty member will be assigned a Travel Account through the Business Office of the University. All Faculty Development grant awards will be charged through these accounts.

Once a grant has been approved by the Faculty Development Committee, the FDC chairman will write a check request for the amount of the award and submit it to the Vice President for Academic Affairs for his approval. When approved, the check request will be sent to the Business Office and the FDC chairman will notify the faculty member of his award and when he may pick up his check in the office of the Accounts Payable Accountant. Checks will normally be issued within fourteen days following approval by the Faculty Development Committee. The amount of the award will be charged to the faculty member's Travel Account and will remain thus charged until the faculty member's Travel Expense Report has been submitted and subsequently approved by both the appropriate dean and the chairman of the FDC and verified by the Chief Accountant in the University's Business Office.

If the faculty member has already participated in the proposed development activity by the time the FDC notifies him that his request has been granted, then he must submit a Travel Expense Report to the appropriate dean. Upon approval of the Travel Expense Report by the dean, the FDC chairman, and the Business Office, a check will be issued through the Accounts Payable Accountant. (Procedures for submitting this report may be found in section 5.6.1 of this Handbook.)

In the event that a faculty member is unable to participate in the activity for which development monies have been approved, he should inform the FDC chairman as soon as possible so that the funds may be reallocated to other faculty members, and return any issued monies to the University.

5.6 Follow-up Procedures

5.6.1 Travel Expense Report

When the chairman of the Faculty Development Committee notifies a faculty member that his grant request has been approved for at least partial funding, he will also send a copy of the Travel Expense Report or instruct the faculty member to make a photo copy of the Travel Expense Report which appears as Appendix J of this Handbook. The faculty member must complete and submit this report to his dean within fourteen (14) days of the completion of his development activity.

If the amount of the award exceeds the total approved expenditures, the faculty member shall return any unused funds to the University by a personal check accompanying the Travel Expense Report. Once the dean has both verified and approved this expense report, he forwards it to the chairman of the Faculty Development Committee for his verification and approval. After the FDC chairman verifies and approves the report, he sends it to the University's Chief Accountant for final verification and approval. Only then may the award be cleared from the faculty member's travel account.

Should the faculty member, in the course of completing the approved development activity, incur valid expenses greater than he had anticipated at the time of his request, he may choose to submit a second application for funds. The request shall be reviewed in light of the availability of remaining funds.

Note: The Internal Revenue Service considers the funds which appear in a faculty member's travel account as personal income to that faculty member until the account has been cleared through the Business Office of the University.

5.6.2 Sanctions: Failure to File a Travel Expense Report

A faculty member who does not submit a Travel Expense Report within fourteen (14) days of his completed development activity shall be reminded of his omission by the Chairman or some designated member of the Faculty Development Committee. If the faculty member does not respond to this reminder within fourteen (14) days, he will be ineligible for faculty development funds for both the completion of that academic year and the following academic year. At its discretion, the Faculty Development Committee may ask the appropriate dean for assistance in attempting to resolve the problem. Should the faculty member persist in failing to clear his travel account, the amount of the grant will be considered taxable income.

5.6.3 Sharing the Benefits of Development Activities with One's Colleagues

So that the University may benefit most widely from the use of Faculty Development Funds, those people receiving major grants (several hundred dollars) shall be expected to share the knowledge they have gained from their project or seminar with their colleagues on the University campus. The details concerning the accomplishment of this task shall be completed in cooperation with the Activities Subcommittee of the Faculty Development Committee.

5.6.4 Development Grants for Faculty Members Leaving the University

Occasionally a faculty member will receive approval for a grant to be spent several months later. (An example is a fall application and approval for a summer workshop.) If the faculty member announces his intention to leave the University for other employment and the grant has not been spent, then the grant shall be cancelled, and the funds shall again become available for reallocation to other faculty members.

5.6.5 Deficiency Funds

Sometimes at the end of the year's budget, faculty development monies become available as faculty projects are completed. When this occurs the Grants Subcommittee may recommend additional funding for those whose activities were not fully funded at the time of their request. The Faculty Development Committee Chairman along with the Grants Subcommittee Chairman will distribute the remaining funds equitably according to deficiencies in original requests for funds and the travel expense reports.

Faculty need not apply for these deficiency funds. The processes of consideration, approval, funding, and accessing of funds will be the same as those for the original grant request (see sections 5.5 of this Handbook) and will occur automatically near the end of the school year as remaining funds become apparent.

6.0 Development Activities Sponsored by the Faculty Development Committee

6.1 Types of Activities Provided, Coordinated, Sponsored, or Advertised by the Activities Subcommittee of the Faculty Development Committee

The Faculty Evaluation and Development Task Force of 1984 compiled a list of suggested activities for faculty development which included activities for the three major development areas targeted for growth and described in section 4.1 of this document: academic, professional, and personal enrichment. This compilation is reproduced in its entirety in Appendix G of this Handbook.

With this list as a guideline the Activities Subcommittee attempts to provide a variety of quality development opportunities for as large a segment of the University faculty as possible. (The specific duties of this subcommittee are outlined in section 3.3.3 of this document.) Each spring, after the subcommittee appointments have been made, the members of the Activities Subcommittee shall begin to compile a list of the on-campus development opportunities which will be available to the members of the University faculty during the next academic year. (For the methods by which the ideas

for timely topics are generated, see section 6.2 of this Handbook. This list shall be distributed to new faculty members during New Faculty Orientation so that the Chairman of the Faculty Development Committee may better assist the new faculty members in writing meaningful Faculty Growth Agreements.

Generally the first development opportunity of the academic year for each faculty member is the annual **Back-to-School Workshop** co-sponsored by the Vice President for Academic Affairs and the Faculty Development Committee. The topic for this workshop shall be chosen in joint consultation between the Vice President for Academic Affairs and the Faculty Development Committee from the needs expressed through the faculty during the previous year or from topics of interest to the general community of higher education.

A popular on-going development opportunity available to faculty members is the **Teaching Triad**. The Teaching Triad is composed of three faculty members who meet together on a regular basis to help improve each other's classroom teaching abilities. The format of the triad is flexible and is determined by the three faculty members involved. Some triads elect to observe each other's class lectures a set number of times and then to discuss the observations with the goal of making constructive suggestions to improve classroom teaching performance. Other triads may choose to gather on a regular basis to discuss problems or successes they have experienced in the classroom. The individual triads may function for an entire academic year or for only a semester as determined by the participants. In any case, the goal is to encourage a variety of teaching styles, to provide encouragement, and ultimately to improve classroom instruction. The actual composition of the triad is varied. At one end of the spectrum, the three faculty members may be from different schools or colleges, while at the other, they may be from the same department. Which composition is best depends not only on the academic disciplines involved but also on the personalities of the faculty members involved.

The **Research Triad** is another way in which faculty members may engage in on-going faculty development. Just as the Teaching Triad is composed of three faculty members whose disciplines may be varied or quite similar depending on the desires of the members, so is the Research Triad. However, whereas the goal of the Teaching Triad is to improve classroom performance, the goal of the Research Triad is to encourage research endeavors. The research involved may be for such purposes as publication, dissertations, etc. Since the process of engaging in research often requires that the researcher work on his own much of the time, it is often fraught with discouragement. Therefore, the Research Triad functions as a support group for faculty members involved in such endeavors.

The **Faculty Discussion Group** is a fourth way for faculty

members to interact with their colleagues in a developmental environment. Faculty Discussion Groups are formed on topical themes and meet regularly during the semester to discuss books and/or articles of common interest to the participants. Faculty volunteers share leadership responsibilities within the group, and often the discussion group culminates its activities in a seminar or workshop at the end of the semester. Again, the format which such a group follows depends upon the discussion topic and the wishes of the participants. The cost of reading materials for faculty discussion groups is often at least partially subsidized through a grant from the Faculty Development Committee.

Seminars, workshops, retreats, concerts, recitals, art shows and faculty presentations (often given at lunchtime and thus dubbed "**Brown Bag**" **Discussions**) are additional on-campus faculty development opportunities that arise during the year for faculty members. The Faculty Development Committee strives to provide at least one major on-campus seminar or workshop per semester for the University's faculty. Any such seminar or workshop shall be advertised at least one semester in advance so that faculty members may plan their schedules appropriately.

6.2 Methods for Generating Timely Topics for On-Campus Development Opportunities

There are basically four ways by which topics and activities are generated for on-campus development opportunities:

- 1) faculty members submit ideas and information on their own initiative to the Faculty Development Committee as they become aware of them throughout the year,
- 2) the Activities Subcommittee solicits suggestions from the faculty in University/Faculty Forum sessions or through the campus publication Our Day,
- 3) the deans recommend topics either directly to the Faculty Development Committee or through the Dean's Council representative to the FDC; and
- 4) the FDC and the Vice President for Academic Affairs discuss topics of possible interest or need.

6.3 Methods of Advertising On-Campus Development Activities

The Activities Subcommittee shall inform and shall assist other agents of the University in keeping the University faculty informed of any and all development activities which occur on the University campus. The methods by which this information shall be disseminated shall include, but shall not be limited to, the following:

- 1) announcements in University/Faculty Forum meetings,
- 2) announcements in the campus publication Our Day,
- 3) notices posted in such traffic areas as the Copy Center or Faculty Lounge, and
- 4) campus mail inserts.

6.4 Faculty Development Workshop Honorarium Policy for OBU Faculty

OBU faculty will be paid an honorarium for leading and/or coordinating development workshops according to the following policies.

A leader/coordinator of any workshop shall be reimbursed the cost of materials. A requisition must be submitted with receipts to the chairman of the Activities Subcommittee.

6.4.1 Major Workshops

The following policies apply to those who coordinate and/or lead a workshop of more than three hours, or any workshop of two or more hours attended by a majority of the faculty, or a continuing workshop consisting of three or more sessions of at least one and one-half hours per session.

- a. A faculty coordinator of a major workshop (involving three or more participants) shall receive the amount of \$50.00, in addition to pay which he or she may receive for teaching/leading portions of the workshop. This policy shall not include members of the Activities Subcommittee who coordinate workshops.
- b. Faculty members teaching in major workshops shall receive the amount of \$50.00 per session.
- c. The amount of \$150.00 shall be a maximum paid to any faculty member for coordinating and/or leading a workshop.

6.4.2 Minor Workshops

The following policy applies to those who teach and/or lead informational workshops of less than three hours in length, except as noted above, excluding Bible studies or discussion groups.

- a. Faculty members who teach/lead in minor workshops shall be paid \$25.00 per session.

6.4.3 Discussion/Bible Study Groups

The following policies apply to all those leading Bible studies, book studies, or other discussion groups which extend

for three or more one hour sessions.

- a. The leader of a Bible study or book study shall be paid \$50.00 for the series.
- b. When leadership of a discussion group is shared, the \$50.00 shall be divided proportionately among the participants.