UNIVERSIDAD DE PUERTO RICO
CAROLINA

Senado Académico
Secretaría

UPR

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CERTIFICACIÓN NÚMERO 013(2004-05)

Yo, Carmen Ovidia Torres, Secretaria del Senado Académico de la Universidad de Puerto Rico en Carolina, **CERTIFICO QUE**:

El Senado Académico, en su reunión ordinaria celebrada el día 9 de diciembre de 2004, tuvo ante su consideración el documento ***Development of a Comprehensive Faculty Development Plan***, presentado por el Decano de Asuntos Académicos, Dr. Luis D. Torres Torres. Dicho documento fue sometido a la *Middle States Association* en el *Follow Up Report* de febrero de 2003.

Luego de la presentación de rigor, este Cuerpo aprobó por unanimidad:

Someter el documento de referencia a cada departamento académico para que lo utilicen como guía en la elaboración de un plan de desarrollo de la facultad. El documento forma parte de la Certificación.

Los departamentos académicos deberán remitir su plan por escrito al Decanato de Asuntos Académicos no más tarde del 28 de febrero de 2005.

Y para remitir a las autoridades universitarias correspondientes, expido la presente en Carolina, Puerto Rico, hoy, doce de enero del año dos mil cinco.

Carmen Ovidia Torres
Carmen Ovidia Torres
Secretaria del Senado Académico

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Víctor Borrero Aldahondo, Ph. D
Rector y Presidente

Anexo

DEVELOPMENT OF A COMPREHENSIVE FACULTY DEVELOPMENT PLAN

Background and Rationale

UPR-Carolina was granted institutional autonomy in 1999 that resulted in a transformation from a two-year to a four-year institution, a process that is consistent with its revised mission. However, if this transformation is to succeed congruently with the institutional commitment to academic excellence, it is essential to develop a long-term plan to bring the qualifications of the faculty in line with those that reflect a peer-level baccalaureate institution. It is also imperative to empower the faculty with up-to-date knowledge transmission strategies that support effective student learning.

UPR-Carolina is committed to the strengthening and improvement of its faculty profile in agreement with the framework established by the MSA-CHE standard Number 10, which states that:

The institution's instructional, research, and service programs are devised, developed, monitored and supported by qualified professionals.

The MSA-CHE context in this standard clearly states: "Faculty are central to institutional teaching and learning activities. They are responsible for devising and developing the institution's academic professional, research and service programs, within the framework of its educational mission and goals, and are committed to all aspects of students' success... All faculty should demonstrate continuing professional growth and accept responsibility for maintaining the highest level of professional excellence."

The need for a UPR-Carolina Comprehensive Faculty Development Plan is based in at least three assumptions. (1) In all developing or established departments and areas of study, the concepts and methodologies change as knowledge and applications expand. Faculty members have a continuing need for opportunities to study these changes intensely, other than those that occur during the course of regular duties. The faculty also needs training using and developing new instructional technologies and research methodologies. (2) The societal problems to which a university addresses itself, both in teaching and research, continue to shift in form and nature, and the limits between disciplines shift over time. To deal with such developing issues, faculty members often need an introduction to another discipline entirely, or else an opportunity to explore in depth the areas where traditionally separate disciplines intersect. (3) In addition, the university's teaching responsibilities have also been modified by changes in the cultural diversity and age distribution of the student population, by an increased emphasis on enhancing undergraduate learning experiences, and by the demands of the broader community for training in new or different skills. The university is concerned that to assist these extended populations of new and 'non traditional' students to reach their full intellectual potential, innovative and diverse services will be needed.

Thus, UPR-Carolina is committed to create and sustain a faculty development strategy that responds to its present growth and needs. The commitment includes

generating and monitoring pertinent faculty development strategies and their modification as changing times and budgetary resources permit.

Needs Analysis

Tenured and tenured-track faculty at UPR-Carolina comprise 58% of the total faculty population, with 42% of the teaching faculty falling into the contractual and temporary categories. Fifty-seven percent (57 %) of the faculty hold instructor rank, 16.5 % assistant professor rank, and 18.5 % are associate professors. Only 7.5% are full professors and, significantly, only 13% of the faculty holds doctoral or terminal degrees. It is evident that this faculty profile is inconsistent with an institution seeking to become a predominantly four-year baccalaureate institution. Accordingly, UPR-Carolina acknowledges the legitimacy of the MSA-CHE recommendation: "it is critically important that faculty members at the UPR-Carolina, as the institution moves towards becoming a full-fledged baccalaureate institution, pursue and complete doctoral studies."

A step in this direction was taken in 1998 when the Chancellor appointed an Institutional Faculty Development Coordinator to work under the Dean for Academic Affairs. A Faculty Development Committee, the Faculty Development Coordinator and the Dean for Academic Affairs have been implementing a comprehensive long-term faculty development plan in consultation with each academic department, the Academic Senate and the University Chancellor. Two major focal points of this plan are: (1) to develop and implement new strategies for the recruitment of doctoral or terminal degree faculty as new programs are proposed and adopted, and the existing ones expand, and (2) to determine timetable and resource requirements to raise the educational qualifications of the faculty congruent with the emergence of four-year programs.

UPR-Carolina recognizes that faculty development efforts can have maximum positive results when coordination exists between faculty and administration. The Faculty Development Coordinator represents the faculty's efforts and imparts leadership and administrative support to the program. The Coordinator will work closely with the Faculty Development Committee to address the faculty's development needs.

Faculty Development Goals

The Comprehensive Plan for Faculty Development at UPR-Carolina has seven major goals:

1. The recruitment and retention of qualified doctoral or terminal degree faculty as new openings and replacements occur in departments.
2. To identify and implement specific ways in which the current faculty may obtain sufficient financial support to enable them to meet appropriate terminal degree qualifications
3. To advance the teaching-learning process as the most highly regarded activity in our institution, encouraging its continuous improvement.

4. To provide technology training to faculty, and promote the meaningful integration of technology across program courses by providing adequate resources, support and instruction.
5. To promote research and other creative activity by supporting individual and collaborative investigation and facilitating opportunities to share results.
6. To conduct faculty evaluation for tenure and promotion in ways that enhance positive individual growth by encouraging and supporting individual faculty development initiatives, research activities, and other creative endeavors, which improve the teaching-learning environment.
7. To support an ongoing-assessment process on the effectiveness of this faculty development effort on student learning outcomes.

Faculty Development Strategies and Expected Outcomes

Improve recruitment and retention of doctoral or terminal degree qualified faculty members

All the procedures for faculty recruitment are clearly delineated in the University of Puerto Rico bylaws. The criteria for selection include excellence in academic preparation, preferably some teaching experience, and a minimum of a master's degree. However, in recognition of the importance of UPR-Carolina's efforts to recruit qualified faculty members with doctoral or terminal degrees, the Academic Senate reviewed the certifications that state the criteria for tenure-track faculty positions. In view of this analysis, a new policy will be implemented that will establish that new faculty recruits should hold a terminal degrees in their discipline. Clear instructions have been imparted to department chairs and personnel committees to implement these strategies for the recruitment of new faculty members including contractual, non-tenure-track, and temporary faculty.

Expected Outcomes

- The revision of all certifications related to faculty requirements to qualify for a tenure-track faculty position will be completed and approved by the UPR-Carolina Academic Senate during the 2002-2003 academic year.
- The Chancellor will elaborate an institutional policy establishing the recruitment of faculty with terminal degrees a high institutional priority, during the 2002-2003 academic year.
- In a five-year period, beginning in the 2002-2003 academic year, one or two highly qualified candidates for faculty membership will be recruited on a yearly basis as new openings and replacements occur in departments.

Provide financial support to enable current faculty to meet terminal degrees

Bearing in mind that only 13 % of our faculty holds doctoral degrees; strong efforts are currently being directed to stimulate faculty members to engage in formal doctoral studies. As far as the completion of graduate studies is concerned, the University of Puerto

Rico provides excellent opportunities for faculty members to earn their doctorate. Faculty members receive full tuition remission for courses taken towards the completion of the doctorate. In addition, faculty members may receive their full salary while pursuing graduate studies. As the institution makes the transition from a two-year to a four-year institution, more faculty members should avail themselves of the existing opportunities to complete graduate work, resulting in the improvement of faculty intellectual excellence. Accordingly, each academic department will develop individual faculty member plans to encourage its faculty to pursue doctoral studies. These individual plans should be linked to the promotional process of the institution.

Expected Outcomes

- Two sabbatical leaves will be granted yearly to tenured professors to engage in doctoral studies beginning in 2003-2004 until the 2007-2008 academic year.
- During the 2002-2003 academic year, the Dean for Academic Affairs and the Faculty Development Coordinator will develop an institutional policy document providing clear guides for department chairs to facilitate the continuation of graduate work by faculty members in other UPR units; such as, the Río Piedras and the Medical Sciences campuses.
- Limited financial aid will be provided on a yearly basis to faculty members pursuing doctoral studies.
- In agreement with department chairs, each full-time probationary faculty will develop an individual multi-year Faculty Service Development Plan beginning in the 2003-2004 academic year. This Faculty Development Plan will be correlated meaningfully to departmental goals and the Institution's mission and goals, and will be reviewed and updated annually. The individual faculty member may alter the Faculty Development Plan as needed, in agreement with the Chair and the Dean.
- Fifteen percent (15 %) of tenured faculty members will also develop their Faculty Development Plan beginning in the 2003-2004 academic year. The plan will cover a three to five year period and will be updated at least every three years in conversation with the Chair and the Dean.
- On an annual basis, beginning in 2003-2004, the Faculty Development Coordinator will carry out a workshop to instruct faculty on the development of individual faculty development plans. Fifty percent (50 %) of the faculty is expected to attend these workshops in the period covering from 2003 to 2008.

Provide support for effective teaching activities and improved learning environment

Recognizing that teaching is central to the mission of the Institution, to student learning, and to the scholarly vitality of the faculty, the Faculty Development Plan supports the teacher-learning process through financial assistance, summer workshops, conferences, forums, mentoring, and information technology workshops. The Institution's present

commitment to improve the teaching-learning process in UPR-Carolina is illustrated by the successful application for Federal Department of Education grants to enhance student skills in English, Spanish, Math, Chemistry and Accounting courses, including Student Support Services and Minority Science and Engineering Improvement Program. Historically, the faculty has taken advantage of a variety of professional development activities, and certainly the intent of this Plan is to continue to expand opportunities for individual and collective growth. At present, the Plan offers vital opportunities for the faculty to improve knowledge transmission strategies.

Expected Outcomes

- In the subsequent five-year period, and on a yearly basis, ten to twelve annual activities to support faculty-teaching delivery will be held in our Institution. Some of the activities that might be continued and/or initiated include: workshops, special interest groups, sharing research and other creative sessions, open discussions, conferences, data collection and institutional research reports, orientation, resources, special events, travel, and scientific and academic creation meetings. It is expected that 75 % of the faculty will participate in such activities.
- New faculty recruits will participate in a mentoring program which will be coordinated by the Faculty Development Coordinator and offered by senior faculty.

Facilitate faculty use of technology to improve learning and promote its meaningful integration across the curriculum.

UPR-Carolina has been challenged to provide faculty development opportunities in the use of technology, and to integrate technology to program courses and classroom activity. Our faculty development program has as one of its priorities the integration of technology into the curriculum and the use of appropriate tools to support teaching and learning. Activities include faculty training in the utilization of appropriate new technologies, enhancement of computer literacy skills, travel, software workshops, current grants to integrate electronic tools into the curriculum and the acquisition of computers and instructional software.

Expected Outcomes

- On a yearly basis, the Institution will hold continuous activities to provide technological training and instructional support in the use of technology. Planned activities are expected to augment the technological capabilities of 50 % of the faculty. Activities will include educational workshops, demonstration sections, and assistance in the use of Smart Classrooms, computer lab equipment and software.
- Fifty percent (50 %) of our faculty will also be assisted in the development of course materials, in finding appropriate uses of

technology for specific course content, in the redesign of existing courses and in the achievement of course objectives.

- A Title V proposal will be submitted to the US Department of Education that includes faculty use of technology to improve student learning. This five-year proposal will be submitted in March 2003.

Support faculty research and creativity

Recognizing that ongoing research, scholarship and creativity are vital elements for each faculty member's professional activity, and that these contribute significantly to student learning and the institutional culture, the Faculty Development Plan will offer financial support for these activities through regular sabbatical leaves, grant program proposals, presidential awards and limited financial aid. It is clear that faculty scholarship may take multiple forms including: discovery, integration, application, and teaching.

Expected Outcomes

- Ten $6000 Institutional Academic Research Aids will be granted to support individual or collaborative faculty research projects on a yearly basis.
- One tenured faculty member per year will be granted a sabbatical leave to carry out post-doctoral research, beginning in 2002-03 until the 2007-08 academic year.
- A Natural Sciences faculty member will submit a Faculty Development Research Grant Proposal to the National Institute of Health (NIH) during the 2003-04 academic year.
- The Academic Dean and the Faculty Development Coordinator will develop an institutional policy to promote collaborative research between the faculty and researchers from other UPR units; such as, the Rio Piedras and Medical Sciences campuses. This policy will be implemented in consultation with participant campus deans. It is anticipated that five faculty members, that fit the criteria for this research collaboration, will participate in this initiative in 2004-2005.

Revise faculty evaluation processes for tenure and promotion to address individual faculty development initiatives

The objective of faculty evaluations is to provide criteria for the analysis of teaching performance of each faculty member and to enhance faculty professional growth and development. The evaluation process has to promote a continuing dialogue between individual professional career development goals on the one hand, and the Institution's needs and mission on the other. To support individual faculty development initiatives and to encourage faculty to pursue doctoral or terminal degrees, the Institution's Faculty Development Plan has to include the revision of all faculty evaluation documents.

Expected Outcome

- During the 2003-04 academic year, all faculty evaluation instruments including Chair, peer, and student evaluation documents will be redesigned to promote individual faculty development initiatives, academic excellence, and encourage faculty to pursue doctoral or terminal degrees. Faculty tenure and promotion will be strongly linked to faculty development activities.

Support for ongoing assessment

UPR-Carolina resources must be used wisely to enhance teaching and learning activities, and to fully understand the results of the Institution's efforts to improve the faculty profile. The Dean for Academic Affairs, the Faculty Development Committee, and the faculty as a whole, regularly review the faculty development program at the Institution. In addition, many of the plan activities are evaluated upon their completion. More importantly, there is an ongoing effort to evaluate the impact of our faculty development program on student learning. Any process of improvement requires an understanding of what has transpired and what is working. For this reason, an important component of a comprehensive faculty development plan is ongoing assessment of programming. All faculty development activities will be reviewed for its effectiveness on improving student learning outcomes.

Expected Outcome

- A permanent assessment team of five faculty members and three facilitators will meet regularly to assess the effectiveness of this planning effort. More specifically, they will examine the identified faculty needs for in-service training and research, and the congruence between implemented faculty development strategies and improved student learning outcomes. This analytical and reflective process will help to improve this long-term faculty development effort.

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