

Example Abstracts for the Faculty Development Leave Program

Each faculty development leave (FDL) proposal is reviewed at the college or library level by a committee which includes faculty representation. Each application includes a brief abstract which is reviewed by the Board of Regents prior to approval of the leave.

These abstracts are limited to 100 words, must be written in the third person, **should be written for an educated layperson**, and must include:

- Place where leave will take place
- Activities that will take place during the leave
- Benefits of the leave to:
 - Research program
 - Students/teaching
 - Department, college and/or university
- Expected impacts (should be focused on effects beneficial to the University)

**Note: the abstract should not be composed of bullet points; the outline provided above is for guidance in composition only.*

Over the past several years, an increasing number of abstracts have been submitted which do not meet the Board of Regents' criteria listed above. This has resulted in many of the abstracts having to be re-written by the FDL liaisons for the college, or by DOF or TAMU System staff in order for the abstracts to be acceptable and the FDL to be granted to the faculty member.

Beginning in 2015, we will no longer re-write abstracts that fail to meet the Board of Regents' standards listed above. Abstracts which do not meet these standards will be returned to the faculty member who is applying for leave to be re-written. If the re-written abstract is submitted after October 23, or if the re-written abstract is not satisfactory to the committee, the faculty member will be denied leave.

In order to provide guidance to faculty members, department heads, college review committees, and deans, the following table contains a number of the abstracts which were edited and submitted to the Board of Regents last year, presented next to their original submitted form. The abstracts are organized by college. Faculty member's names have been removed, but the details of their leave have been left in place so as not to alter the meaning of the abstracts.

College of Education and Human Development

Before	After
<p>The purpose of Dr. XXX's application for FDL is to engage in scholarship related to positive behavior supports, emotional and behavioral disorders, and interventions for at-risk learners. The research proposal, once completed and submitted, will potentially lay the groundwork for research funding for a three to four year period of time and impact the field of special education by providing schools with a viable low cost method of identifying behavioral risk. Funding of this work will likely increase the research impact of Dr. XXX's work by enabling him to complete larger comprehensive studies that (a) are more favorably reviewed by higher quality journals, (b) incorporate more advanced statistical and methodological expertise, and (c) increase the likelihood of subsequent grant funding from IES. Moreover, this level of research funding will enable Dr. XXX to engage in larger and potentially more impactful research as he works toward achieving the rank of full professor.</p>	<p>Dr. XXX's leave will occur primarily at the University of Cologne in Germany where he has been invited to represent Texas A&M as a Visiting Scholar. Primary professional activities during his leave include (a) an international, collaborative meta-analytic research project and (b) preparation of a grant proposal for federal research funding. Benefits of this leave to Texas A&M include (a) continued international collaborations with German researchers and graduate students, (b) a federal grant application, and (c) an international meta-analysis and subsequent manuscript. Each of these activities is consistent with the College of Education and Human Development's strategic development plan.</p>
<p>During my semester-long faculty development leave, I plan to temporarily relocate to Washington, D.C. The purpose of my leave is to conduct research concerning the reauthorization of the Higher Education Act, paying attention to the role for-profit colleges and universities (FPCUs) will play. I plan to interview legislators and their aides, FPCU lobbying groups, as well as advocates and critics in the policy-making arena. This research will benefit the university in that it will provide a basis from which to solicit extramural funds from entities such as the U.S. Department of Education. This research will benefit my department and its students in that it will expand their knowledge and understanding of how these institutions will continue to play a role in U.S. higher</p>	<p>Leave will take place in Washington, D.C. The purpose of the leave is to conduct research concerning the reauthorization of the Higher Education Act, paying attention to the role For-Profit Colleges and Universities (FPCUs) will play. Dr. XXX plans to interview legislators and their aides and FPCU lobbying groups, as well as advocates and critics in the policy-making arena. With colleagues at George Mason University, Dr. XXX will prepare proposals for several national peer-reviewed paper presentations and journal article manuscripts. This research will benefit the university by providing a basis from which to solicit extramural funds from entities such as the U.S. Department of Education. This research will benefit the department and its students by expanding their</p>

<p>education, which will impact their future careers as college administrators.</p>	<p>knowledge and understanding of how these institutions will continue to play a role in U.S. higher education, which will impact their future careers as college administrators.</p>
<p>The purpose of this proposed development leave is to establish collaborations with leading scholars at U.C. Berkeley and at U.C. Davis., which will impact my research program and teaching in at least three ways. First, I will collaborate with colleagues on multiple co-authored peer-refereed publications. Second, I will initiate plans with colleagues to submit a multi-site grant proposal to conduct a study on children’s mental health and school adjustment across diverse socio-economic and cultural contexts. Third, my teaching and mentoring of students will be informed and enriched by my collaborative experiences as a visiting scholar.</p>	<p>Dr. XXX will split his leave between the University of California at Berkeley and the University of California at Davis. During his leave, he will collaborate with colleagues on multiple co-authored peer-refereed publications and initiate plans with colleagues to submit a multi-site grant proposal to conduct a study on children’s mental health and school adjustment across diverse socio-economic and cultural contexts. Dr. XXX’s teaching and mentoring of students will be enriched by his collaborative experiences as a visiting scholar.</p>
<p>During this development leave (Spring 2016), I will stay in Taiwan to collaborate with Dr. Daniel Tsai’s group at National Taiwan University to examine the ethical, legal, social implications of BRCA1/2 genetic testing. I will conduct qualitative research with previously tested Taiwanese women to explore their perspectives/experience. Findings will lead to three submitted articles and the recommendation to the Taiwanese-BRCA1/2 Genetic Testing-Ethical-Guideline. This leave will expand my research agenda, enhance my teaching/mentorship skills with a global perspective, and have an impact at the department, college, and university levels by adding international visibility and leadership role in genomics.</p>	<p>Leave will be spent in Taiwan collaborating with Dr. Daniel Tsai’s research group at National Taiwan University to examine the ethical, legal, and social implications of genetic testing for a breast cancer associated gene (BRCA1/2). Dr. XXX will conduct qualitative research with previously tested Taiwanese women to explore their perspectives and experience. Findings will lead to the submission of three articles and the development of a recommendation to the Taiwanese-BRCA1/2 Genetic Testing-Ethical-Guideline. This will expand Dr. XXX’s research agenda, enhance her teaching and mentorship skills with a global perspective, and have an impact at the department, college, and university levels by adding an international visibility and leadership role in genomics.</p>
<p>There is a plethora of research on AA males as related to their academic achievement and other social issues at all educational levels, from elementary to secondary to higher education. However, there is very little research on the schooling experiences that impact the academic achievement of AA females at these levels (Johnson-Bailey</p>	<p>Leave will take place at the University of North Carolina at Charlotte where Dr. XXX will continue her research with Dr. XXX, Distinguished Professor, regarding the academic achievement of African-American girls. Currently, they are collaborating on two projects and the leave will allow Dr. XXX to engage in additional projects</p>

& Cervero, 2008; XXX, Young & Young, 2011). The crisis among AA males has caused many scholars to “ignore, overlook and minimize” the crisis among AA females (Fraizer-Kouassi, 2002). In fact, issues specific to AA females are often “invisible” in the discourse on students of color (Books, 2009). This phenomenon is exacerbated in urban, rural and suburban settings where AA girls are often devalued, with little attention given to who they are as students worthy of receiving dynamic instruction (Vanzant-Chambers, 2009). This FDL will allow me to shape and contribute to a national dialog designed to reduce the educational disparity of AA girls, who make up 6 % of the entire public school population and 25 to 35% of the school-age population in many urban areas. Significantly, Texas has the largest number of African American girls in K-12 school

including a national conference, book and articles. The educational disparity of African-American boys has received national attention; however, African-American girls show similar but unstudied disparity. Dr. XXX students at Texas A&M, undergraduate and graduate, will benefit from the knowledge gained, as well as increase the reputation of the college and university as a place where critical social issues are being addressed.