C4Ward PROMO (Tenure & Promotion)

Notes for all AY 2021-2022 Presentations

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Online T/P Training for Hard Copy Applicants

T/P Information Session

Tenure & Promotion Overview Session: Tips for writing your dossier w/ Leigh Dooley

February 11th 2022

- Zoom Screen Recording"Writing your Tenure & Promotion Application"
    - T/P Dossier Writing Tips (slide deck)
    - T/P Essential Info handout (handout)

- Zoom Screen Recording:
    - [link will be added soon]

- Major Speaking Points from Leigh
    - Start NOW (early)
        - Get your bearings
        - Map your route
        - Gas up and go!
        - Let someone else drive for a while
        - Plan for your arrival
        - Park the car and walk away!
    - Find a buddy or a small support team - schedule joint work sessions (f2f or zoom), buddies can send encouraging reminders & hold you to your deadlines
    - Check out sample dossiers - ok to look at samples for organizational ideas but do not plagiarize; sometimes Chancellor shares a list, c4ward concierges may also share anyone. Who can you ask about a sample
    - Get a sense of your department and campus dossier culture and expectations - what elements are important to your dept? Know your DPC guidelines re: exclusion of members - some have an exclusion clause and some don't. Who is knowledgeable about this in your department?
    - Read the guidelines; pay special attention to:
        - The areas listed on p.4-5
        - forms are available in 'ohana under the Tenure and Promotion section (this can be hard to find)
            - Do not begin filling out forms yet because these are not the current forms
            - While on the 'ohana website, consider taking a look at the new Contract Renewal Guidelines (even though they are for contract renewal) because they offer a great checklist for the expectations for tenure and promotion.
        - Take a close look at the classification of the rank to which you are applying within the guidelines. Here's a link to last year's guidelines. The

new guidelines typically do not get posted until mid-summer, but they haven't changed in years, so it's safe to use the current/previous guidelines for now.
        - List of in-rank expectations is used by many reviewers as a checklist to determine whether faculty have met the expectations of the rank
    - Consider organization of dossier. You can organize your document in any way you want to best represent your information. Some common options:
        - Part X Endeavors in guidelines: 1) primary duties, 2) PD, 3) college/community service activities, 4) leadership abilities
        - Use in-rank expectations to organize your document
        - Discussion areas
        - Combination
        - Highlight strengths

      For now, what appeals to you?

    - Schedule time to work on your dossier
    - Calendar important dates - deadline (usually 1st Friday in Oct), workhops (UHCC HR Elet , partial completion deadlines
- Gas up and go!
    - Confirm your eligibility - that you're eligible to apply for tenure and/or promotion
        - Take the TP Eligibility Worksheet in ohana to HR to confirm your eligibility-can be done any time
        - When completed, send to Alison Ohata (Chancellor's secretary) & take to complete HR form to your Dean
    - Set up Organization of site
    - When starting your writing, choose something easy to start with (ie. student eval tables, peer eval summaries/responses, professional statement, etc.

      What might you start with?
- Let someone else drive
    - Consider your Audience
        - Section summaries
        - Tables - can use for student evals, PD activities (include columns for date, event, so what)
        - So what? - what did you learn & how did you apply?
        - Link to various campus threads/plans - SLOs, campus plans, strategic plan
        - Leadership philosophy - more important to consider when applying for C4 and C5

          Which of these appeal to you right now?
    - Get feedback, and incorporate it - someone in your dept, outside your dept, another campus, good at editing

      Who might you ask for feedback?

- Leigh showed rubrics that include in-rank expectations - happy to share with everyone for feedback

- Plan for your arrival: what should you expect after you get there?
  - Exclude up to 10 colleagues from TPRC (faculty do this online now)
    - Reputation for being a tough TPRC member
    - Don‘t like you personally
    - Don‘t like your professional approach
    - Issues with someone else you mention in your dossier
      Who might you put on your exclusion list?
  - TRPC make-up: 3 member from campus, outside your dept, 2 members outsid your
  - Expect notifications
    - in Feb or March, after TPRC, good or bad
    - Final notification by June 30, 2023
    - Can see your review once Chancellor inputs it in the TP site - not guaranteed but very likely to be accurate
  - Dossier‘s journey
    - DPC by end Oct.2022
    - DC/unit yead by mid Nov 2022
    - Dean/VC by end of Dec 2022
    - TPRC in Jan or early Feb 2023
    - Chancellor by mid April 2023

  - Leigh discussed what happens if you get a negative letter. Be sure to check out our current UHPA contract for details.
    - Negative review? Get help! A happy ending is still possible!
      - 5 calendar days (including weekends and holidays) to express in writing the desire to examine the document (10 days for Promotion-only dossiers)
      - Opportunity provided in 10 calendar days
      - 10 calendar days after examination to submit additional material
    - Denied? Know your options
      - Must be provided w/opportunity to examine the dossier w/in 10 calendar days
      - If tenure, refer to UHPA contract for details: XII F, XIII, XIV Promotion
    - Take your time re-engaging: don‘t take on new projects until you‘re caught up
    - Follow through on the reward you promised yourself!
  - KapiʻolaniCC tips
    - SO WHAT?! Include short narrative on how any PD activity you attended impacted your work at the college

        - Tie it all up with strategic plan, tactical plan, SSP, SLOs, your primary duties philosophy, etc.
        - Include a leadership philosophy
        - End with a look to the future
    - Plan a real reward or celebration, and follow through!
    - Essential Information for TP (document from Leigh Dooley)
- Q & A's:
- Q: How do you respond to comments/feedback?
  A: With TP, you don't need to respond.
- Q: Will eligibility forms be included in the guidelines?
  A: TP eligibility form is necessary - copy goes to Alison and checked by HR. Ask that application check info on first page to make sure it's correct
- Q: Does the chancellor has the final say?
  A: Yes, for xxx, everything else needs to go to system for approval
- What if DPC or TPRC says no but Dean and Chancellor says yes?
  A: If chancellor says yes, you are promoted. Only chancellor sees your responses (unless TPRC was negative then the response goes to them to reconsider and change their minds). If any negative responses sent from levels before that, they will not see your responses.
- Q: The reality of what COVID has presented. Has there been any precedent that has impacted the institution previously? Don't come from a traditional academic background. Inherently, a conservative process. What level of grace can we expect that anything we've done in the last 2 years from reviewers?
  A: Leigh: not that she can think of; COVID is unprecedented. Complicated to navigate this new process - reach out to others with similar backgrounds, CTE. Everyone who reviews your dossier isn't blind to the fact that COVID has impacted our lives.
- Comments: Some faculty have transitioned great to online. Last 2 years have been difficult for one particular faculty because her content is very hands on. Hard to feel secure while feeling burn out.
- Leigh: validated if you're up for tenure, you have to write.
- Q: Clarify review process for TP dossiers
- A: Generally, the layers of the review process are as follows:DPC/CPC, DC/unit head, Dean and/or VC, TPRC, Chancellor

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Professional Philosophy Statement w/ Susan Inouye

February 25th 2022

NOTE: This session is for both Tenure & Promotion + Contract Renewal

- "Professional Philosophy Statement for Self-Assessment"
    - Slides
    - Worksheet

- Zoom Screen Recording:
    -
- Major Speaking Points from Susan
    - Pedagogical Purpose - Teaching (counseling, supporting students, etc.) is about making some kind of dent in the world so that the world is different than it was before you practiced your craft. Knowing clearly what kind of dent you want to make in the world means continually asking yourself - what effect am I having on students and on their learning (experience)?
    - Susan utilized free writing exercises for participants to reflect on questions that made them think about different areas that may have impacted their professional philosophy and their journey toward becoming an educator. She encouraged participants to incorporate these "nuggets" of information and discoveries into their philosophies when writing their dossiers. Examples from other instructors are also included in the ppt.
    - First free write: Some Why's - What is your origin story?
        - Did you have an inspiring/frustrating experience with your discipline or as a student yourself?
        - Did you have a mentor or colleague that influenced your path as an educator?
        - Did you receive feedback from students or colleagues that has shaped your philosophy?
    - Second free write: Another why - who are your students?
        - Who are your students? How does this impact your professional philosophy?
        - How do they learn/what do they need? How does this impact your professional philosophy?
        - What preconceptions do they bring to your discipline or to community college? How does this impact your professional philosophy?
    - Third free write: what/how - What is your on-the-ground strategy?
        - How do you apply this philosophy?

                - One attendee shared Pear Deck, a Google Slides add-on that allows you to prompt students with questions in real time, slide-by-slide (similar to how Susan used mentimeter).
            - What's the evidence?
            - What are your artifacts?
    - Susan discussed the Professional Philosophy Worksheet. The table within the worksheet (that included the what, why and how) was a helpful tool for faculty to be able to begin to draw connections between their personal stories, thoughts, ideas, and examples/evidence that they wrote about in the various free write sessions.
        - Susan demonstrated how the table could be used with "Learn English" > "Contextualize English" > "Have students speak while gardening"
        - When faculty are able to identify/develop their philosophy, discuss the roots of where it stems from, and connect it to their work with students this strengthens your narrative for the reader.

Assessment Discussion with Tony Silva & Michaelyn Nakoa

March 11th, 2022

NOTE: This session is for both Tenure & Promotion + Contract Renewal

- Link to Tony's Slidedeck:
    -
- Zoom Screen Recording:
    -
- Major Speaking Points:
    - QUOTE: *"Assessment as a "rich" conversation about student learning informed by data."*
        - What makes a conversation *rich*?"
            - In the chat:
                - *detailed*
                - *expansive*
                - *informative*
                - *value*

                - *an “aha” moment*
                - *something that leads to change*
        - What constitutes data?
            - In the chat
                - *any information that can be collected and observed*
                - *survey/poll results*
                - *ces*
                - *interviews*
                - *focus groups*
                - *artifacts*
    - Assessment practices:
        - Informal (undocumented)
        - Formal (documented)
    - Types of evidence:
        - Direct (e.g. exams, essays, projects, etc.)
        - Indirect (e.g. surveys, reflections, etc.)
    - What about grades?
        - Grades are individually focused, whereas assessment is supposed to look at all students (across multiple sections)
        - Grades can be broad in nature (including multiple outcomes as part of a grade), whereas assessment can be narrow in focus (looking at specific outcomes in isolation)
        - Grades might be performance+ (the + might be performance + attendance + participation + adjustments for lateness), whereas assessment should be purely performance-based

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Dept/ Chairs, Deans, & VCs Panel Discussion

March 12th 2021

Panelists:

- Dave Evans
- Amy Yamashiro
- John Richards
- Lisa Kanae
- Nawaa Napoleon

- Lisa Radak
- Candy Branson
- Sarah Bremser
- Carol Hoshiko
- Maria Bautista

- Zoom Screen Recording Link:
    - [coming soon]
- Link to Helen/Kelli's CR Notes:
    - https://docs.google.com/document/d/1WhNgnoVYKZ89vw92DY_ey5pyJvkc0fOP0ci0nPtMku0/edit?usp=sharing

Recommendations:

- Dave Evans - Develop a professional philosophy that is reflected throughout your document. Philosophies do change over time based on faculty's experience. It should be genuine and from the heart. Pull out student comments/testimonials from CES. Pivot to online learning. Celebrate the hard work to adapt to the online environment. Be thoughtful about your data/statistics (i.e. student eval numbers) Contract Renewal - be sure to address suggestions/recommendations from your previous review. TP - need to show that you're working at the level you're applying for. Creating a
- Amy Patz-Yamashiro - AHA - Authentic, honest, admit your mistakes; what your reading should be consistent with what you know about the person. *"Don't hide your wrinkles"*
- John Richards- Chancellor shared a list of outstanding dossiers. Check in with DPC Chair. Get feedback on their expectations. Find a mentor - remember, everyone is on your side to help you succeed. Don't wait until your TP dossier to . Don't beh
- Lisa Radak - should have assessments tied to our learning outcomes so we're making decisions on our courses based on the feedback. Look for trends through our metrics, make real time changes. Can provide an action plan. Charts are helpful. Summarize peer/student evaluations - what do you think. Be concise, yet thorough. Organize your dossier so it aligns with the requirements. Re: the "rigor" and high expectations, there is no "perfect" [dossier] and she likes the "action plan" as an approach. The process is not about being perfect, it
- Lisa Kanae - organizational pattern in excellent dossiers submitted this year. Focused, coherent story using an authentic voice. Singular thread running through the narrative tied to their teaching philosophy. Be succinct - bullet lists, tables and graphs are helpful. Visual cues made the reading stronger.
- Sarah Bremser - important to have a reader with a critical eye.
- Carol Hoshiko - important for the writer to explain what is continuing ed/workforce development; readers aren't familiar with that type of work. There's a revenue generating piece to the work that they do. Have a mentor/model that has experience. Be organized, succinct. Be flexible. Have a common theme and build on it by providing evidence.
- Maria Bautista - organization/flow of your story. What have you done, how are you addressing student comments. Maria appreciates graphs.

- Nawa‘a Napoleon - there’s a better way to measure that they’re doing what they should be (than the current process). At the point a faculty is writing for T/P you should be successfully making it through the process. Currently, focusing on the faculty classification descriptions. Should be creating more of a mentorship that helps faculty through the process, not just have it culminate in a negative review. Aaron Hanai’s introduction
- Candy Branson- Chancellor needs to say that “this doesn’t have to be 150 pages”; create realistic expectations; tie your service/PD activities to your philosophy. Take a few things you’ve done that link to your philosophy to strengthen your story

Q&A

- Any comments specific to counseling?
- Preference for organizing documents in sections or one document? No clear preference. Those who preferred the sections One comment who preferred the “one document” format was because it allowed him to do a find

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TP and CR Sharing and Suggestions with Chancellor Louise Pagotto

April 22, 2022

- Links:
    - Zoom recording:
- Announcements
    -
- Notes: LP’s session for T/P group only

Electronic Dossier Submission System with UHCC Human Resources

TBA

- Zoom recording:
    - [link coming soon]

Formatting Your eDossier Part I with Helen Torigoe, Joyce Tokuda, & Chris Gargiulo

May 6th 2022

- External links:
  - CR & T/P Support Google Site
- Notes:
  - ...

Formatting Your eDossier Part II with Helen Torigoe, Joyce Tokuda, & Chris Gargiulo

May 20th 2022

- External links:
  - CR & T/P Support Google Site
- Notes:

Panelists: Chris Gargiulo, Joyce Tokuda, Helen Torigoe

Q: How do you copy/transfer links from the old doc to the new doc?
A: Copy appendix/source document for your link from either the original document or the copy that is provided of your submitted document to your new document (i.e. copy of CR to T/P document) and re-link the source document in your narrative

Q: What will “scan document” button do?
A: It’s a function to scan your document to let you know which links are going outside of your document

Q: