

Post-Tenure Coaching Assignment, 2014 – 2015
End of Year Report

During the 2014 fall semester, I facilitated two training sessions, one each in October and December. The first half of the introductory October workshop centered around a general discussion on what goes into the promotion portfolio – the narrative and the supporting evidence – using my e-portfolio as an example. In the second half, I encouraged the participants to think through the specific items that contribute to the portfolio. These items included the professional development plans, the Moodle course pages, and the sabbatical leave opportunity. The December workshop focused on the role of a Teaching Scholar and provided a platform for a discussion on the expectations for continuous growth in teaching quality and pedagogical innovation. I invited Dr. Child to share her views with the participants on what constitutes a well-structured professional development plan.

I facilitated two more training sessions during the 2015 spring semester, one in March and the other in April. The theme of the March workshop was Academic Scholarship. I led a dialogue on the five characteristics of scholarship: Discovery, Integration, Application/Practice, Teaching & Learning, and Engagement. I invited Provost Ocampo and Dr. Watts to this workshop. They shared with us their ongoing research and collaborations. The focus of the April workshop was Governance and Service. We had a discussion on the characteristics of “engaged, sustained service” and aspects of service to the program/college/university, service to the profession or discipline, and service to the community. We ended the workshop with a wrap-up discussion of the promotion portfolio. I invited Dr. Moayedhi to share with us her experience in going through her post-tenure phase. She used her own portfolio to demonstrate the challenges of documenting the teaching, scholarship, and service activities.

The following faculty attended some or all of the training workshops during the 2014 – 2015 academic year: Dr. Jamey Piland, Dr. Rebecca Easby, Dr. Raul Tovares, Dr. Cynthia Greer, Dr. Bill Beverly, Dr. Diana Watts, Dr. Lee Chiang, Dr. Elizabeth Child, and Dr. Deborah Harris-O’Brien.

In addition to facilitating these workshops, I worked individually with one faculty member throughout the year. I reviewed the faculty member’s professional development plan and application for promotion. I provided my written feedback on both these documents. We have met to review my suggestions and establish goals for the next academic year.

Respectfully Submitted,



Sita Ramamurti
Special Coach for Post-Tenure Faculty, 2014 - 2015

2014 – 2015 Post-Tenure Faculty Workshops: Announcements

Post-Tenure Faculty Workshop - 10/22, Main 259

Dear Colleagues,

I have reserved **Main 259 from 3:00 - 4:15 on Wednesday, October 22** for our first workshop. I hope you will be able to join me in a discussion of the promotion portfolio. If you can please confirm your attendance, that will be great. It will give me a chance to make adequate copies of handouts.

In this first workshop, I'd like to devote the first few minutes to sharing my e-portfolio and have a general discussion with all of you on what goes into the portfolio and what it takes to start putting together the narrative and pulling together all the supporting evidence. I would then like to get into specific items that contribute to the portfolio such as the PDP's, the Moodle course pages, and the sabbatical leave opportunity, as time permits. These are items, in my opinion, that you can work on almost immediately and can help you tremendously in reaching the level of "excellence" expected for promotion from associate to full professor level.

Please also know that if you cannot attend this workshop but would still like to get some help in thinking through the promotion process, I can individually meet with you and chart out a plan that you can carry out in the next few semesters towards creating your portfolio. You can let me know that you are interested in this and we can set up regular meetings throughout this and the next semester.

Thinking ahead, at our next workshop, I'd like to invite a couple of faculty colleagues to share their experience and their portfolio with all of us. This, I believe, will broaden our understanding and give us a feel for the diverse ways in which the expectations outlined in the faculty handbook can be met. Please have a few potential dates in mind when you come in on the 22nd, so that we can agree and set a date for the next one.

If you have any specific thoughts on other items that can be included in our discussions, please feel free to share them with me and/or with the group. I look forward to hearing from you. Thank you.

Sincerely,
Sita

Post-Tenure Faculty Workshop – Wed. 12/10, Main 251

Dear Colleagues,

I have reserved **Main 251 from 3:00 - 4:15 on Wednesday, December 10** for our second workshop. I hope you will be able to join me in analyzing the following equation☺

PDP + Syllabi + Moodle course pages + Course Evaluations = Teaching Narrative

In this second workshop, we will have a discussion on the expectations for “continuous growth in teaching quality and pedagogical innovation” in our primary faculty role as a Teaching Scholar. In what ways can you demonstrate a sustained record of excellence in teaching? How can you put together a coherent self-assessment of your teaching in your promotion portfolio that logically links all the pieces on the left side of the above equation? I will address these questions by sharing my recent PDP’s with you and how they informed and connected with my syllabi and my course pages on Moodle.

Liza will be sharing her views on what constitutes a well-structured professional development plan that includes a clear articulation of

- (i) a set of explicit goals for your pedagogy, for your scholarship in your academic field, and for your service to the college and Trinity community;
- (ii) a set of specific outcomes-oriented statements to achieve the above goals;
- (iii) action strategies to fulfill the objectives; and
- (iv) the kinds of assessments that can measure the success of your accomplishments.

I look forward to your participation in this workshop. Thank you!

Sincerely,
Sita

Post-Tenure Faculty Workshop – Wed. 3/25, Main 252

Dear Colleagues,

I have reserved **Main 252 from 3:00 - 4:15 on Wednesday, March 25** for our third workshop. I hope you will be able to join me in a dialogue on academic scholarship.

Through some reading/research on this topic, I have gathered ideas and thoughts highlighting the following five characteristics of scholarship: Scholarship of Discovery, Scholarship of Integration, Scholarship of Application/Practice, Scholarship of Teaching & Learning, and Scholarship of Engagement. I know many of you are already involved with scholarship work that fall under one or more of these categories. I have invited **Dean Ocampo** and **Diana Watts** to share with us their ongoing research and collaborations.

Carlota Ocampo will talk about her work in three areas: Substance abuse and Latino/Latina/Hispanic populations in the US, Advancing patient-centered outcomes for priority populations, and Creating a National Assessment Plan for Introductory Psychology.

Diana Watts will talk about some of the interdisciplinary teaching modules that she has developed in collaboration with Karobi Moitra (Biology) and Steven Gable (Philosophy).

I look forward to your participation in this workshop. We will end a little early so that we can go down to Social Hall to enjoy the Pi Day celebrations:-)

Thank you!

Sincerely,
Sita

Post-Tenure Faculty Workshop – Wed. 4/22, Main 262

Dear Colleagues,

I have reserved **Main 262 from 3:00 - 4:15 on Wednesday, April 22** for our last workshop. I hope you will be able to join me in a wrap-up discussion of the promotion portfolio.

I have invited **Roxana Moayed**i to share with us her experience in going through this post-tenure phase. She recently received her promotion to full professor. Professor Moayed*i* will use her own portfolio to demonstrate the challenges of documenting the teaching, scholarship, and service activities.

I look forward to your participation in this workshop.

Thank you!

Sincerely,
Sita

2014 – 2015 Post-Tenure Faculty Workshops: List of Participants

Workshop #1, October 22, 2014

Participants: Jamey, Rebecca, Raul, Cynthia, Bill

Workshop #2, December 10, 2014

Participants: Diana, Lee, Liza, Debbie, Rebecca, Cynthia

Workshop #3, March 25, 2015

Participants: Debbie, Rebecca, Raul, Carlota

Workshop #4, April 22, 2015

Participants: Rebecca, Raul, Roxana



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Post-Tenure Faculty Workshop

The Teaching Narrative
December 10, 2014

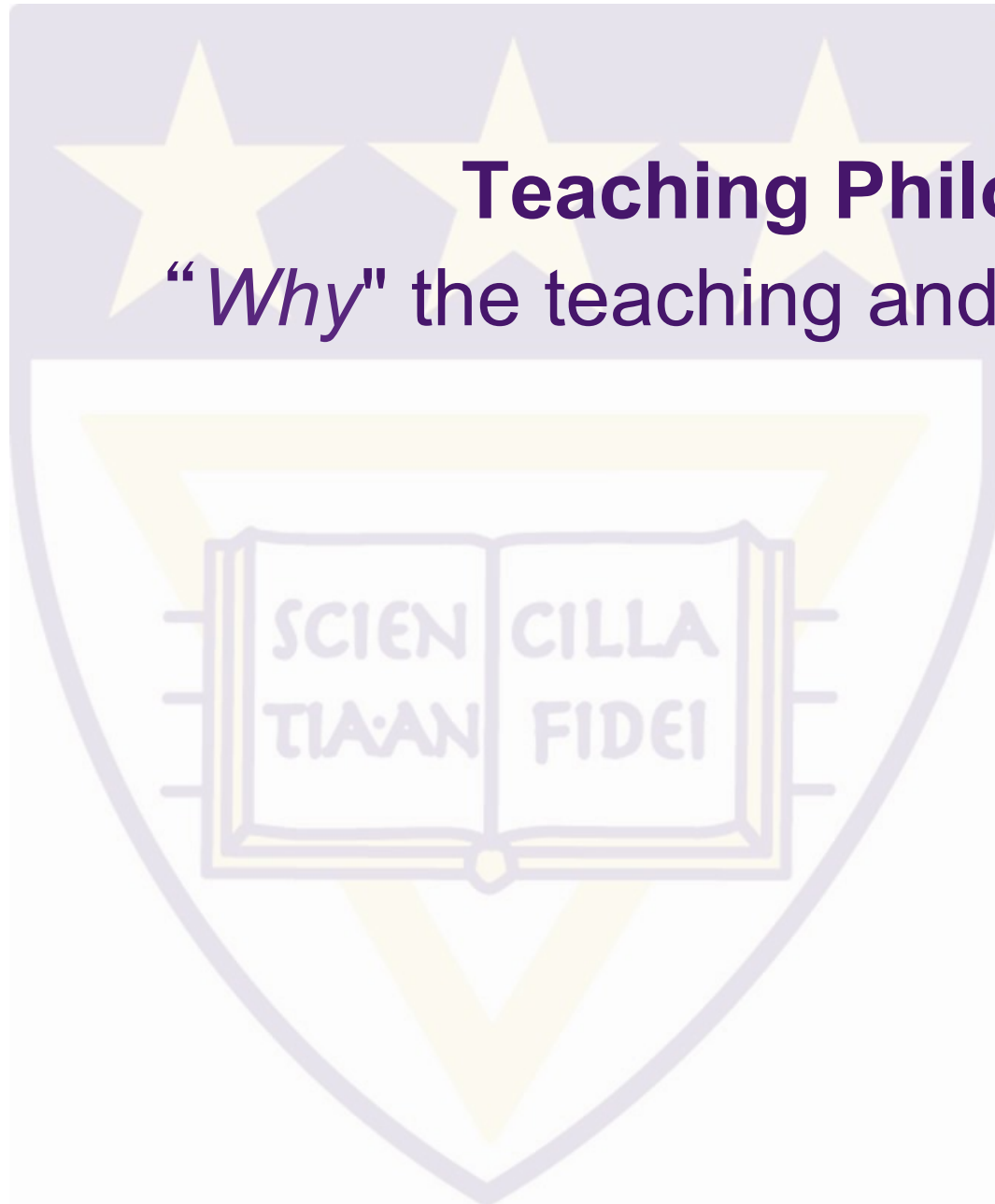
Facilitator: Sita Ramamurti
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Teaching Philosophy

“*Why*” the teaching and learning occurs





Teaching Philosophy

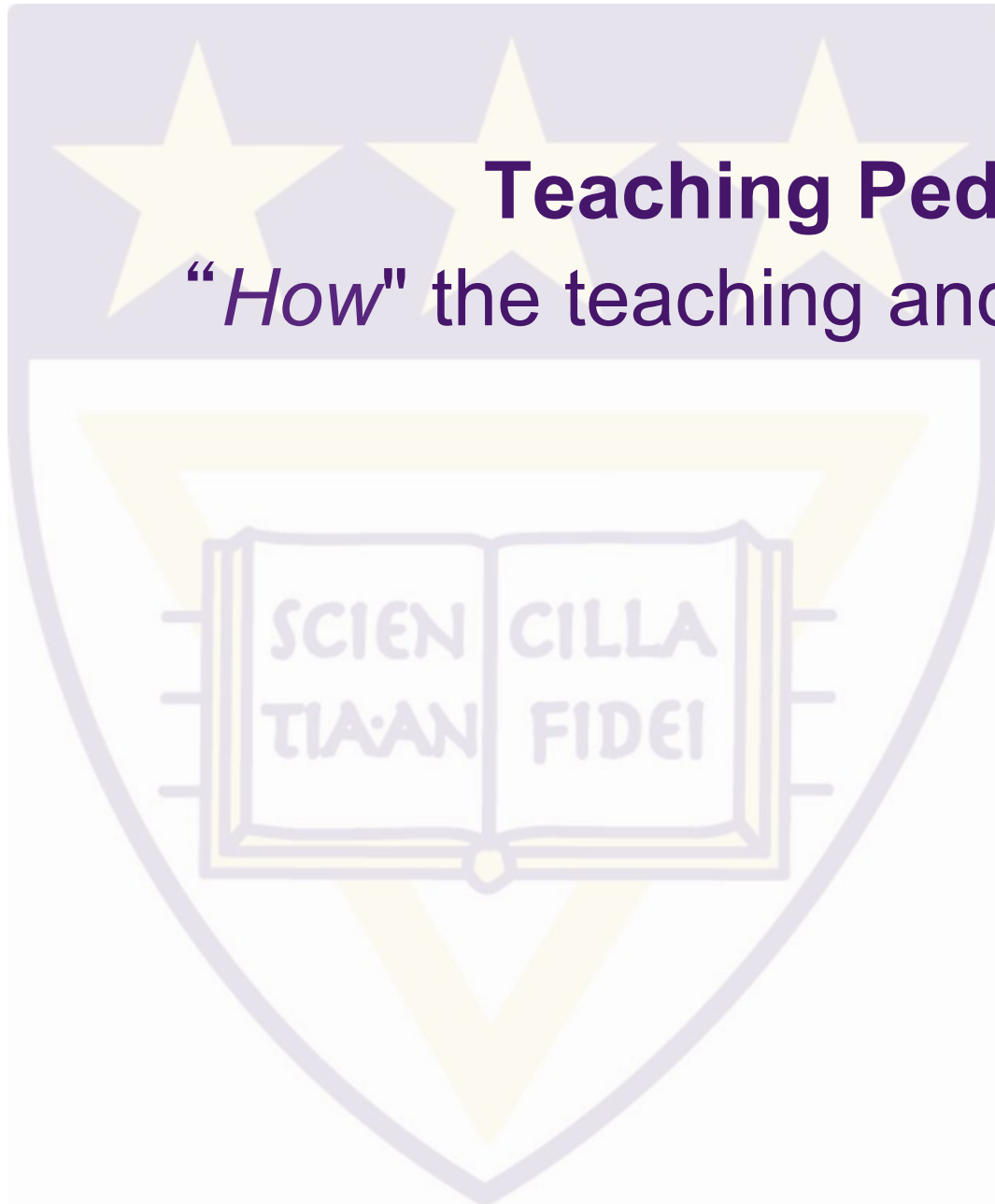
- Why do you want to teach? A personal “mission statement” that is a personal and reflective essay about teaching and learning.
- What are your beliefs or views on how students learn?
- How well can you articulate the relationship between who you are as a person and who you are as a teacher?



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Teaching Pedagogy

“*How*” the teaching and learning occurs



Teaching Pedagogy



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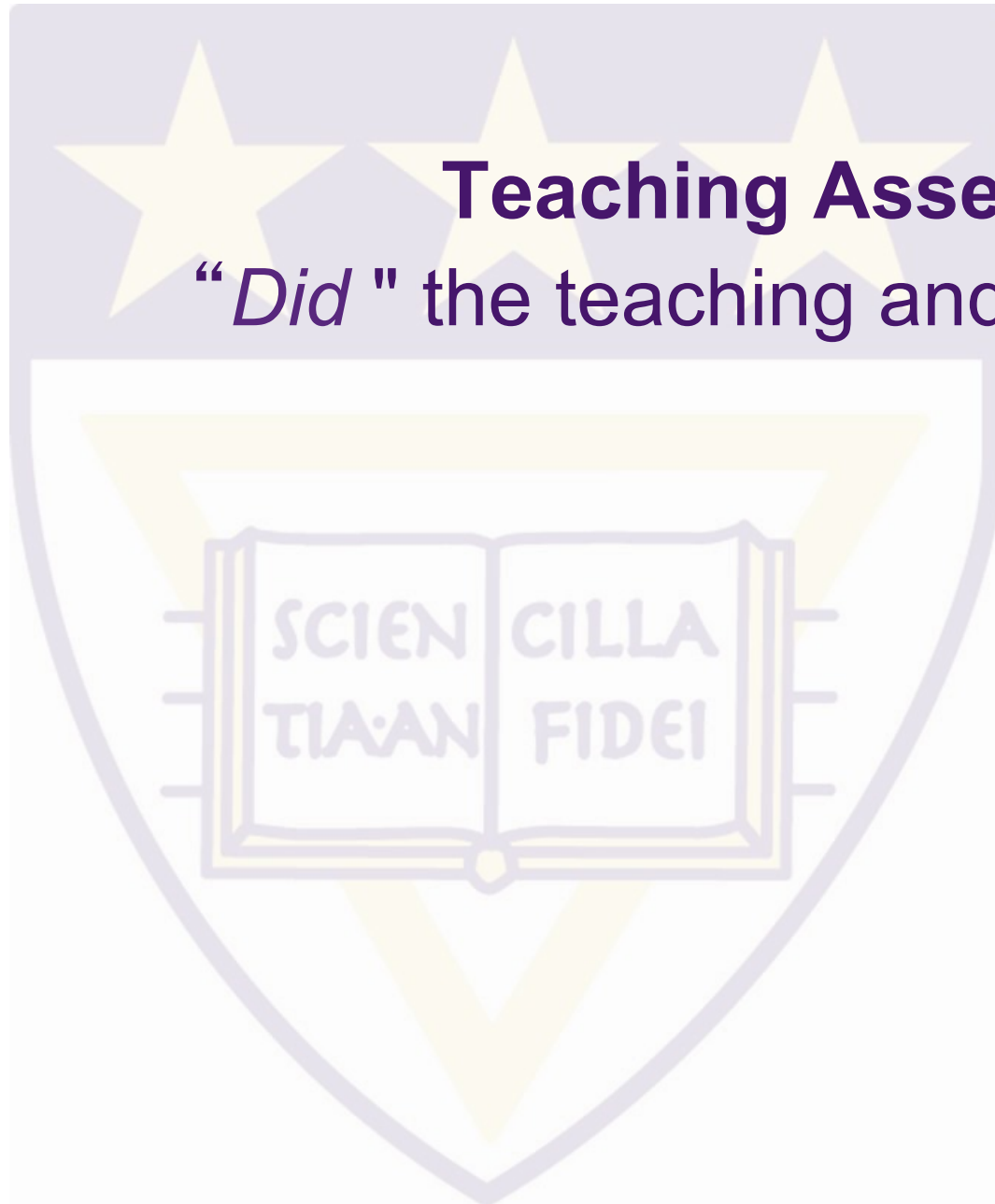
- How will you apply your written philosophy in different teaching situations?
- How do you transform your concepts about teaching and learning and goals for your students into classroom practices?
- What do you expect your students to understand after completing your course, then how do you facilitate student learning in the classroom so that every student reaches this level.
- What teaching strategies are you using that addresses different groups of students, different fields of knowledge, and different student learning styles



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Teaching Assessment

“*Did*” the teaching and learning occur





Teaching Assessment

- Did the classroom practices lead to successful learning?
- What do your course evaluations tell you and how do you reflect on that?
- What do peer assessments tell you and how do you reflect on that?
- Have you presented your teaching strategies at venues beyond Trinity to the broader community in your discipline and how do you reflect on that?



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Teaching Development

“*Can better*” teaching and learning occur





Teaching Development

- Can you find ways to update and improve your teaching? Can you find ways to improve student learning in your class?
- Do you regularly evaluate and modify your syllabus ?
- Do you regularly evaluate and supplement traditional lectures with other learning material based on pedagogical advancements in your field?
- Have you taken advantage of changes in academic technology?
- Have you expanded your depth and breadth of knowledge of the subject matter that you teach?



The Professional Development Plan

From the handbook: The Plan must include

- a general statement of the faculty member's goals for his or her professional development as a teacher, scholar, and active member of the intellectual community;
- specific objectives to achieve the goals stated; such objectives are not generic activities; but rather, outcome-oriented statements designed to produce measurable accomplishments;
- particular action strategies to fulfill the objectives (e.g., a specific workshop, conference. Field activity, or need for released time to achieve the objectives);
- assessment of the success of the plan;



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The Syllabus

- Does the syllabus meet Trinity's expectations?
- Does the syllabus show evidence of constant updates to further help students successfully complete your courses?
- Does the syllabus show evidence of your ability to develop new pedagogies?

The Moodle Course Page



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- Have you created a home page for your course in the Moodle e-learning platform?
- Have you used Moodle and its instructional tools effectively?
- Does the Moodle course page show evidence of your ability to develop new pedagogies?

Connecting it all



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Teaching Philosophy

Teaching Assessment

Professional Development Plan

Moodle course page

Syllabus



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Teaching Narrative

“self-assessment” of the teaching and learning



The Teaching Narrative

- Teaching philosophy
- Teaching pedagogy
- Teaching assessment
- Teaching development



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Post-Tenure Faculty Workshop

The Scholarship Narrative
March 25, 2015

Facilitator: Sita Ramamurti
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The Expectations

More Scholarship!
More Professional Engagement!



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Changing Your Perspective

(from the assistant level to the associate level)

Show your work has a broader impact on literature

Show your work has far-reaching implications

Show you think bigger



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Goal: More Scholarship

Objectives:

- Get involved in major integrative work
- Undertake large-scale studies
- Design & implement long-term projects
- Submit grant proposals



Goal: More Professional Engagement

Objectives:

- Take up leadership positions in professional societies
- Take up leadership roles in conference organization
- Serve on editorial boards, accrediting bodies, grant review panels
- Serve as external reviewer for promotion & tenure applications
- Adjudicate performances or productions
- Prepare educational materials aimed at a broad audience



Assessing “broader impact, far-reaching implications”

- Invited presentations at professional meetings and workshops
- External letters of influence
- Superior publications
- Research awards and honors
- Competitive external grant support
- Receipt of patents or contracts
- Performances, productions, and exhibitions



The Scholarship Narrative

**Boyer's (1990) categories of scholarship presented in
Scholarship Reconsidered: Priorities of the Professoriate**

- Scholarship of Discovery
- Scholarship of Integration
- Scholarship of Application
- Scholarship of Teaching & Learning
- Scholarship of Engagement



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Scholarship of Discovery

Goal (Purpose):

Contribute to the intellectual climate of the institution through the pursuit of inquiry and investigation in search of new knowledge.



Scholarship of Discovery

Objectives (Process):

- Rigorously investigate situations through empirical (experimental) research
- Analyze events through historical research
- Conduct methodological research studies
- Discover new information through philosophical inquiry
- Produce creative work (compositions, presentations, performances, and exhibits)
- Publish in peer-reviewed forums



Scholarship of Discovery

Documentation (Product):

- publications of research
- presentations of research
- grant awards in support of research or scholarship
- mentorship of junior faculty in research or scholarship
- recognition as a researcher in your discipline
- positive peer evaluations of the scholarship work



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Scholarship of Integration

Goal (Purpose):

To shape a more coherent view of knowledge through making connections across disciplines and advancing new perspectives on theories through synthesis.



Scholarship of Integration

Objectives (Process):

- Synthesize and document information from different sources
- Collaborate with colleagues on interdisciplinary projects
- Develop a multi-disciplinary course
- Write a textbook for use in multiple disciplines
- Publish case studies, papers, articles, integrative reviews



Scholarship of Integration

Documentation (Product):

- professional presentations
- published papers, books, articles
- positive peer evaluations of contributions to interdisciplinary scholarship
- reports of interdisciplinary programs or service projects
- interdisciplinary grant awards
- copyrights, licenses, patents, or products for sale



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Scholarship of Application

Goal (Purpose):

To dynamically engage in discovering ways to use new knowledge to responsibly solve real world problems.

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Scholarship of Application

Objectives (Process):

- Consult in activities that directly relate to faculty's intellectual work
- Develop practicum and partnerships that connects students with the field/industry
- Apply theory in the field to real world problems



Scholarship of Application

Documentation (Product):

- publications and presentations related to practice
- consultation reports
- products, patents, license copyrights
- peer reviews of practice
- grant awards in support of practice
- local and national recognition
- certifications, degrees, and other professional credentials



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Scholarship of Teaching & Learning

Goal (Purpose):

To improve teaching and learning through exploring, transforming, and extending pedagogical activities in new and effective ways.



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Scholarship of Teaching & Learning

Objectives (Process):

- Develop innovative teaching materials/methods
- Develop innovative learning outcome evaluation methods
- Develop new or substantially revised disciplinary courses, curricula
- Design and implement program assessment
- Involve in educational research projects
- Apply for external/internal grants to support instructional activities
- Produce videos for instruction
- Publish papers, case studies, books, and articles



Scholarship of Teaching & Learning

Documentation (Product):

- successful applications of technology to teaching and learning
- positive peer assessments of innovations in teaching
- recognition as a master teacher
- published papers, case studies, books, or other material related to teaching or learning outcomes
- grant awards in support of teaching and learning
- design of outcome studies or evaluation/assessment programs and
- presentations related to teaching and learning



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Scholarship of Engagement

Goal (Purpose):

To engage in collaborative partnerships with educational institutions, industry, and government that contribute to the understanding and solving of issues directly benefiting the university and the community.



Scholarship of Engagement

Objectives (Process):

- Facilitate lectures, workshops, and other public seminars that explore community issues
- Consult in work that benefits the university or the discipline
- Collaborate with local schools in discipline-related work
- Develop and administer service learning projects
- Apply research to help increase understanding of public issues in the community



Scholarship of Engagement

Documentation (Product):

- Peer reviewed journal articles on service-learning and community-based projects
- Presentations at local community, state, and national levels
- Innovative cultural/artistic programs designed in partnership with the community
- Reports and policy documents
- Educational resource materials
- Grants and contracts from foundations, government, and community organizations
- Public recognition awards and honors



Writing the Scholarship Narrative

- Describe the set of goals for your scholarship work
- Describe the preparation that led to the work
- Describe the methods used in the scholarship activity
- Describe the results achieved
- Describe the ways in which you have presented and communicated your results
- Describe your reflections/future directions of your work



Resources

- Boyer, Ernest. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Menlo Park, CA, The Carnegie Foundation for the Advancement of Teaching: 147.
- Boyer, Ernest. (1996). The Scholarship of Engagement. *Journal of Public Outreach*. 1(1): 11-20.
- Glassick, C.E., Huber, M. T. & Maeroff, G. I. (1997). *Scholarship assessed: Evaluation of the Professoriate*. San Francisco: Jossey-Bass, Inc.
- Shulman, L. S. (1999). "Taking learning seriously." *Change* July/August 1999: 10-17.



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Post-Tenure Faculty Workshop

The Service Narrative
April 22, 2015

Facilitator: Sita Ramamurti
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The Expectations

More Engaged Service!
More Sustained Service!



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Characteristics of “engaged, sustained service”

- Intentional
- Purposeful
- Focused
- Committed
- Dynamic
- Consistent
- Continual
- Value-driven
- Sustained over time



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The Service Narrative

- **Service to the Program/College/University**
- **Service to the Profession or Discipline**
- **Service to the Community**



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Service to the Program/College/University

Goal (Purpose):

Demonstrate leadership in work assignments and academic endeavors that advance the missions of the program, the collegiate unit, and the university as a whole.



Service to the Program/College/University

Objectives (Process):

- Lead/Serve on university task forces/projects
- Chair/Serve on college/university committees
- Lead faculty governance work assignments
- Serve as an appointed administrator
- Serve as advisers to college/university honor societies
- Serve as advisers to college/university student clubs
- Chair academic programs and/or manage program internships
- Arrange colloquia, lectures, artistic performances, literary events, or workshops for students and faculty
- Organize/Adjudicate student presentations/competitions at campus, regional, and national venues
- Mentor students/faculty



Service to the Program/College/University

Documentation (Product):

- Letters or memos that document special appointments
- Minutes of meetings showing the impact of the faculty member's contributions
- Formal assessment results of the service project undertaken
- Reports of new initiatives, practices, policy changes resulting from the service activity
- Presentations and publications related to service activity
- Recognitions & honors awarded for service
- Peer evaluations of service work



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Service to the Profession

Goal (Purpose):

Demonstrate leadership in activities that enrich the quality of programs offered by discipline based professional organizations and associations.



Service to the Profession

Objectives (Process):

- Hold office in a discipline specific professional society or association
- Organize conferences or sessions, facilitate workshops, and/or lead panels and meetings in the disciplinary area
- Serve as editor for a professional journal
- Serve as a reviewer of scholarly books and articles
- Serve as a reviewer of grant applications
- Lead accreditation activities
- Participate in disciplinary curriculum advisory boards



Service to the Profession

Documentation (Product):

- Feedback from external disciplinary experts
- Letters from professional organizations acknowledging the service
- Recognitions & honors awarded for service
- Reports and publications highlighting the contributions
- Surveys of participants and stakeholders



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Service to the Community

Goal (Purpose):

Demonstrate leadership in community engagement activities involving the sharing of disciplinary expertise with the community to meet its needs.



Service to the Community

Objectives (Process):

- Collaborate with schools, industry, and government agencies
- Give media interviews and public presentations
- Serve on civic boards and charitable organizations
- Participate in public forums and seminars on community issues
- Consult with private and public organizations
- Engage in recruitment activities
- Serve as the university's representative in community outreach efforts



Service to the Community

Documentation (Product):

- Letters from administrators and colleagues who observed the service
- Feedback from clients and surveys of community partners
- Client dissemination documents and presentations
- Media reports
- Recognitions & honors awarded for public service



Writing the Service Narrative

- Describe the goals for your service work
- Describe the preparation that led to the work
- Describe the methods used in the service activity that speak to the depth of your expertise and the quality of work
- Describe the results achieved
- Describe the impact of your work
- Describe your reflections/future directions of your work