

BUILDING A DOSSIER: DETAILS OF HOW TO SPEAK TO AUDIENCES BEYOND THE DEPARTMENT

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OUTLINE

- ▶ Mānoa Criteria
- ▶ Brief Overview of TPRC and beyond
- ▶ Operationalizing the Mānoa Criteria
- ▶ The Dossier vs. the Supplemental Materials
- ▶ Q&A

MĀNOA CRITERIA

- ▶ The Mānoa criteria are the base upon which Departments build – department criteria can be more specific, but can not be less than that of the campus.
- ▶ Key phrases to keep in mind:
 - ▶ Teaching: “A high level of competence,” and “evidence of a mature level of performance and the versatility to contribute to all levels of the department’s instructional program.”
 - ▶ Research/Scholarship: “well on the way to becoming an established scholar,” and “in the forefront of their field.” “The comparison peer group consists not only of departmental colleagues, but also the whole of the appropriate community of scholars active at major research universities.” In general, “publication in major journals and presses in the field is of first importance in establishing this level of scholarly achievement.”

MĀNOA CRITERIA FOR FACULTY SPECIALISTS

- ▶ Job Description key
- ▶ Must still demonstrate a “level of professional achievement and productivity in the field of specialization appropriate to the rank”. The comparison peer group consists not only of local colleagues but also the whole of the appropriate professional community active at major institution of higher education.”
- ▶ Must demonstrate “clear evidence of professional growth in specialty” and for Associate and Full, “should be an established contributor to the standards, techniques, and methodology of the profession. The full Specialist must “show evidence of interaction with the broader professional community beyond the University of Hawaii and have made significant contributions to the standards, techniques and methodology of the profession.

TPRC AND BEYOND

- ▶ Tenure and Promotion Review Committee
 - ▶ Made up from the Faculty Personnel Panel
 - ▶ All tenure I and R faculty at Rank 4 and 5
 - ▶ All tenured S, B, and A faculty at ranks 3, 4, and 5
- ▶ Faculty applicants can exclude up to ten (10) faculty from serving on the TPRC
 - ▶ Sent directly to the applicant and returned directly to OVCAA
- ▶ TPRC membership will not include any faculty from your department
- ▶ Chancellor conducts an independent assessment

TEACHING:

- ▶ Teaching: “A high level of competence,” and “evidence of a mature level of performance and the versatility to contribute to all levels of the department’s instructional program.”

TEACHING OPERATIONALIZED


- ▶ How do you demonstrate you meet the criteria for teaching effectiveness?
 - ▶ Course Evaluations.
 - ▶ Demonstrate receptiveness to constructive criticism and feedback.
 - ▶ Peer Review.
 - ▶ With advancement demonstrate curricular development and evolution.
 - ▶ OER resources.
 - ▶ Innovative teaching techniques.

RESEARCH/SCHOLARSHIP:

- ▶ Research: **“well on the way to becoming an established scholar,”** and **“in the forefront of their field.”** “The comparison peer group consists not only of departmental colleagues, but also the whole of the appropriate community of scholars active at major research universities.” In general, “publication in major journals and presses in the field is of first importance in establishing this level of scholarly achievement.”



RESEARCH OPERATIONALIZED

- ▶ How do you establish yourself as a scholar with a national/international reputation?
 - ▶ Peer-reviewed scholarship
 - ▶ Impact of your scholarship on the field.
 - ▶ Quality or Quantity?
 - ▶ What does this mean for fields in the arts where the product under review is performative or otherwise non-traditional scholarship?
 - ▶ Must articulate authorship conventions.
 - ▶ Grants
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FACULTY SPECIALIST CRITERIA

- ▶ Must demonstrate “clear evidence of professional growth in specialty” and for Associate and Full, “should be an established contributor to the standards, techniques, and methodology of the profession. The full Specialist must “show evidence of interaction with the broader professional community beyond the University of Hawaii and have made significant contributions to the standards, techniques and methodology of the profession.”

FACULTY SPECIALIST PROGRAM DEVELOPMENT OPERATIONALIZED

- ▶ Demonstrated responsiveness to constructive feedback to programs developed.
- ▶ Program evaluations should be included.
- ▶ Clear interaction with the broader academic community both on campus and nationally.
- ▶ An example: A program developed here that becomes nationally adopted OR a national best-practice program that is operationalized here through your work.

EXTERNAL LETTER BEST PRACTICES

- ▶ Do: Pick nationally recognized scholars in your field from peer institutions.
- ▶ Do: Pick individuals who can speak to your specific scholarship.
- ▶ Do: If an individual is from a non-peer institution or a non-research institution please offer a justification for including them (for example, they are the world's leading expert in....)
- ▶ Do: As going up in ranks, use international scholars to demonstrate your position in the field.
- ▶ Don't: Choose your graduate advisor, friends, people you went to graduate school with, co-authors with whom you have substantive collaboration.

DOSSIER VS. SUPPLEMENTAL BOX

Dossier	Supplemental Box (Flash Drive)
Required Materials listed in T&P materials.	Letters and Thank You cards from students.
Teaching Philosophy	Solicited and unsolicited letters from colleagues.
List of courses taught during period of assessment	Examples of curriculum developed
Analysis of all teaching evaluations in some sort of visual form that is easy to quickly assess.	Raw data from all teaching evaluations
Narrative of Scholarship	Posters of invited talks, conference materials demonstrating your attendance, etc.
Bibliography of work completed during the period under review.	Books and articles sent to external reviewers.

QUESTIONS?

