

# The Sentinel

Voice of the ECC Faculty Association  
Local 3791/IFT [www.eccfaculty.org](http://www.eccfaculty.org)



October 2010

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## From the President:

Sarah Dye



Six sessions of the Tenure Process Workshops, which the ECCFA is contractually charged with holding for every FT faculty member serving on a 1<sup>st</sup> year, 2<sup>nd</sup> year, or 3<sup>rd</sup> year tenure

committee, have been completed and 51 faculty members out of the 64 eligible have attended the sessions to date. One final session will be held on **Tuesday, October 19, 2010, from 1:00 – 1:30 PM** in the ECCFA Office, MSC 100A. Please contact me ASAP if you would like to attend. I'll submit the list of attendees to the administration on October 20<sup>th</sup> as requested. I especially appreciate the turn-out for the sessions and the generous sharing of ideas about how to make tenure committees work effectively.

The chairs of the four ECCFA Standing Committees (Dawn Munson, Shawn Mikulay, Maureen Lange, Beth Santell) met with me last week to begin the process of standardizing the bylaws and/or working rules of their committees and of updating the information for each of the committees on the eNet. Because of the importance of these committees to the work of faculty, we are trying to make the information as accessible as possible. Each of them

regularly submits reports for the Senate agendas, but much more detail is available to you through their eNet presence. Thank you to all four of them for the work they do and for their leadership.

The **Honors Committee** still needs an additional faculty member to serve this year. There are currently several members from CABS so Chair Alice Biggers is hoping someone from another division would volunteer. Contact me if you wish to be appointed, and I'll put your name before the Senate for approval. Please remember that serving on this committee will help with faculty members' committee responsibilities. In addition, the **Retention Alert Committee** is seeking members. Please contact me if you wish to volunteer and be approved for service.

Tammy Ray, Webmaster, informs us that the following have been added to the ECCFA web site: AFT *Making a Difference Every Day* video (a video history of the AFT from its earliest days, and a *Chronicle of Higher Ed* article "The Dream Act Is Dead, at Least for Now." There are also links to the CETL page on eNet, <http://enet.elgin.edu/cetl.aspx>, and a link to the Faculty Workshops brochure: <http://enet.elgin.edu/WorkArea/DownloadAsset.aspx?id=3156>.

The poster features a smiling woman with her arms crossed over a stack of books, holding a yellow pencil. The text is arranged in a clear, hierarchical layout with blue and red accents.

**Elgin Community College**  
Center for Enhancement of Teaching and Learning

# Request for Proposals

**Center for Enhancement of Teaching and Learning**

**Teach a CETL Workshop**

**Share your best practices with other Faculty**

**plus Earn Lane Credit !**

\* Lane Credit will be issued after workshop request has been approved and the workshop has been conducted

**Search keyword "CETL Workshop Proposal" on eNET and Submit a Proposal**

For additional questions contact 847-214-7696 or SRC 143L

Email accounts have been set up at [eccfaculty.org](http://eccfaculty.org) for: President (Sarah Dye), 1<sup>st</sup> Vice President (Luis Martinez), 2<sup>nd</sup> Vice President (Sue Ford), 3<sup>rd</sup> Vice President (Dave Lawrence), Secretary (Lori Macias-Clark), Treasurer (Linda Hefferin), COPE (Ron Kowalczyk), and Grievance Committee (Howard Russo, Sue Ford). **Email Boxes:**

[president@eccfaculty.org](mailto:president@eccfaculty.org);  
[firstvicepresident@eccfaculty.org](mailto:firstvicepresident@eccfaculty.org);  
[secondvicepresident@eccfaculty.org](mailto:secondvicepresident@eccfaculty.org);  
[thirdvicepresident@eccfaculty.org](mailto:thirdvicepresident@eccfaculty.org);  
[secretary@eccfaculty.org](mailto:secretary@eccfaculty.org);  
[treasurer@eccfaculty.org](mailto:treasurer@eccfaculty.org);  
[COPE@eccfaculty.org](mailto:COPE@eccfaculty.org) ;  
[grievance@eccfaculty.org](mailto:grievance@eccfaculty.org)

Dr. Sam held his annual September luncheon for college retirees last week. There were about 50 people who attended. You may have seen some retired colleagues visiting your work areas after the luncheon was over.

Each faculty member is represented by one elected senator. The three Vice-Presidents have now distributed the constituent lists to each of the senators. You can contact the VP for your unit (Luis Martinez FT, Sue Ford UAF2, or Dave Lawrence UAF1) to find out who represents you and from whom you will be getting ECCFA information and updates periodically.

Thank you to the faculty members who have been bringing the delicious food for the Negotiating Team each week. That initiative is being co-chaired by Librarian Armando Trejo ([atrejo@elgin.edu](mailto:atrejo@elgin.edu)) and English instructor Mary Elfring ([melfring@elgin.edu](mailto:melfring@elgin.edu)). Contact one or both of them if you wish to become involved.

## Food for Thought: Faculty Respond to the Tenure Process

As a part of the Tenure Process Workshops, faculty answered three questions about ECC's tenure process. We offer their anonymous responses to give you some new perspectives on this process as you assist new colleagues achieve tenure.

- 1. From your experiences of going through the Tenure Process yourself, what expectations or philosophy do you have now that you are serving on a new colleague's tenure committee?**
  - I think that I really want to be a mentor to new faculty. I don't know if I have really thought about my philosophy. I think that one of the benefits of this meeting will be forcing me to think about my philosophy and write it down. I think that I need to do some reflection about the process.
  - My expectations are to serve as a mentor to guide the new hire through this process. My philosophy was to ensure that the new hire has every possible opportunity to obtain tenure.
  - To act as a mentor to help them become an effective teacher. To provide support during the teaching-learning process. To

evaluate the effectiveness and potential of new faculty

- It is top priority to attend the two day orientation to fully understand the whole process. You must listen, take notes and read the calendar of tenure dues dates.
- The philosophy I follow is that the tenure committee is there to help and mentor the new faculty member. We are there to give insight and to help them improve themselves as a teacher and thus increase the standards that they hold for themselves and for their students.
- The tenure committee should be close enough to the individual seeking tenure to help but distant enough to permit the non tenured faculty to be free to teach as an individual.
- I expect all parties involved to be open-minded to the process. Although initially this process invokes a stress in most of us, it is intended, and should be, a positive growth experience.
- Provide the new colleague with a mentor. Be accessible for questions/concerns. Share information. Give positive

**“Although initially this process invokes a stress in most of us, it is intended, and should be, a positive growth experience.”**

constructive feedback with care not to demoralize or be overly negative. Give examples of how areas can be improved. Inform colleague of opportunities for growth that are available. Set an example because I personally went through process and know what to expect.

- My philosophy is that we hire quality faculty and the role of the tenure committee is to help the new hire become a better educator. I feel that although we have to be evaluative, the committee should also be encouraging and supportive. We should be available to the new hire whenever he/she needs to discuss issues and we should especially be available to clarify any concerns we have identified.
- The expectation and philosophy I have are the same: We should expect the highest level of teaching from all of our faculty, and the tenure process should work to develop a teacher to meet that standard. Nothing less than that should ever be our expectation or philosophy.
- It is important for those of us serving on tenure committee's to take this responsibility seriously. Tenure is not a given outcome and we should seriously consider

whether faculty meet tenure requirements as we move through the process.

- I work through relationships. On the other hand, my experience with my tenure committee was pretty hands off and remote. By that, I mean that they saw me teach twice a year and that was it. Having served on several tenure committees, I think the committee members walk a fine line between evaluators and supporters, and that line is a challenge for me. I am much more comfortable as the supporter than the evaluator.
- I never went through the process that is used now. But I do believe that new faculty need to be aware expectations and how they will be evaluated. They need to understand the complete process and all of the individual parts: meeting prior to classroom visit, content assessment, classroom visitation, and follow-up.
- There is no comparison between the process I went through 22 years ago and the process now. When I received tenure, it wasn't even mentioned or recognized by ANYONE in the college.
- My expectations are to provide a conscientious commitment to the non-tenured faculty member I am on committee for, participating in all meetings required, reviewing materials as provided after either

content assessment or videotaping, and to participate in pre and post conference with the non-tenured faculty member as assigned.

- I did not go through the tenure process that is currently in place. I have served on one completed committee and am now on a current committee. I try to help the faculty member with the process as much as I possibly can.
- I have never gone through a Tenure Process. I have received my Tenure Status in 2008 after negotiations and agreements with ECCFA and the Board. My expectation is to serve the Committee and the new Faculty Member as best as I can to fulfill my obligations.
- I was tenured under a totally different process. This process seems long and oriented only toward evaluation rather than including mentoring. I would like to see mentoring built in, rather than it occurring based on the committee members' personal philosophy of whether it should or should not occur. It is way too stressful for the new person and gets them to a "just tell me what you want" mentality. I also have seen the process not work.
- My philosophy is to grant tenure to someone who will be a superior teacher.

- The expectations or philosophy is that those on my committee would offer constructive feedback and help me with where to get support on areas that I could take my teaching to the next level.
- Since I am a director and not “faculty,” I have not been through ECC’s tenure process myself. I have served on one tenure committee for a former employee which only included one year of the three-year cycle, and I am currently serving on the tenure committee as chair for a full-time faculty member. My expectations of this process include observing, evaluating, providing periodic feedback and coaching of the non-tenured faculty member. I expect that the faculty members on this committee be committed to assist the faculty member with “faculty” issues and share and network with her to provide her with resources available to her for her professional development from an ECC faculty perspective. For the most part, this has been a positive experience, with a few exceptions. I feel my role, as her director and colleague, is to serve as a resource for her, to coach her, and to share my 35 years of experience as an educator. There is more to the position than didactic teaching. Clinical education is an important part of

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the responsibility and with it, comes a variety of issues unique to the environment. There are also accreditation standards that must be understood and followed, and there are a number of professional development opportunities that I can encourage the faculty member to participate in to support her development in these areas as well.

- I currently view the tenure process as a learning and sharing tool. While the committee completes the evaluation forms I think it is important to provide

specific feedback and practical solutions from experiences in teaching. I do have the expectation that the new faculty

would take the suggestions seriously and view the process as an opportunity to grow in their teaching profession.

- To support new faculty and maintain the quality of the nursing program.
- Philosophically, I think the tenure committee serves two functions—to assist the new faculty member in meeting the college’s expectations and to evaluate his/her success. That evaluation must include feedback from which the faculty member

can make changes and/or continue to grow.

- Just that it be fair and meaningful.
- Based on my own tenure process experiences, I expect any new colleague going through the same process to be efficient, thorough and have a clear and well-defined teaching philosophy and what and how he or she intends to implement it.
- From my own experience, I see the tenure process as an opportunity to improve one's teaching, learn the department's and college's standards/outcomes, connect with colleagues, and ultimately to demonstrate a level of competency.
- I always start with the assumption that we have hired a good teacher whom we want to be great. I do not see it as punitive in any way; it is much more of a mentoring process for me personally. I want to have a colleague who is fully vested in our department, and it is my responsibility to see that happens as I sit on a tenure committee.
- I expect the faculty member to demonstrate the ability and the commitment to become an excellent teacher.
- I was granted tenure in the early 1980's when the process was not as rigorous. I do think, however,

that it is the tenure committee's responsibility to take the process seriously and really be involved in the process. By doing this, we are grooming faculty members to be the best that they can be and continue the superior instruction that Elgin Community College is known for.

- I feel that the tenure process is one where the committee provides guidance for the new faculty member, positive feedback to keep building on strengths and suggestions for building skills.
- I expect that by the end of the process the faculty member has shown improvement through each year (or semester). In other words, the process should help the faculty member grow and improve.
- I have a very high expectation of tenure committees now that I have seen the process work. I am also concerned that some committee members might not take this process seriously enough. If a faculty member went through the hiring process and made it through that and then it was later discovered that he/she should not have been hired, it is only through the diligence of the tenure committee to rectify that mistake and not let the member through that process. If the hiring mistake is not taken care of at that time it is a mistake that you

may have to live with for quite a while.

- The tenure process was fairly different 20-some years ago. However, my expectations are that new colleagues will use the criticism and praise inherent in the process to modify and improve teaching techniques and the content of the classes. This should be a period of closely monitored experimentation and refinement.
- My experiences were so long ago, and the process was so different then, that the experience has not affected my expectations or philosophy.
- My only expectation is that every faculty member must be competent in his/her area of expertise.

**2. What section or pages of the T&E Handbook (the section on non-tenured FT faculty) do you need any clarification in order to best fulfill your new or continuing role as a member of a tenure committee?**

- I still would like to have a clarification established for how an expectation is a requirement. Honestly, an expectation is a hope, an ideal, a wish while a requirement is a must, a certitude, a fact. It matters because language is the discourse of our obligations and the boundaries of our collective professionalism. And

expectations, in my mind, are not requirements.

- Satisfied with current knowledge level on this information, but would appreciate opportunity to participate in the expected workshop.
- The Clinical Evaluation and Visitation. Being a Clinical Educator I have questions about me being able to evaluate and visit at the same time when I am scheduled to have Clinical with my Students.
- The process, although somewhat unwieldy at times, is pretty well laid out. I have discovered that one of the challenges of the process is trying to find a time that all of the faculty team members can meet. I don't know if this is problematic in other departments/divisions, but in the Health Professions area, faculty have both classroom, office and clinical responsibilities which make it extremely difficult to coordinate times when all of us are available.
- I do have a question about a current tenure committee, which I have not found a clear answer. If the committee selects nonrenewal during the annual summary evaluation, is it required the committee complete a classroom visitation? In conjunction with this option on the annual evaluation is the extension option. Can extension



be selected at any point during the tenure process or only during the last year of tenure?

- The thing I would need the most is an outline with dates. It is easy to get busy and forget when things are supposed to be done.
- I do not believe I need any clarification. I understand the process (I think) fairly well. I know that new hires often have more questions about expectations surrounding the content portfolio, but I believe I understand the expectations. However, I am not sure that all committees share the same understanding/expectations.
- I did not find on the T&E handbook any reference with respect to the length of the classroom visitation. My classes were visited for the entire class period when I was in the tenure process. Currently, I heard that the visit must be one hour long. If the class period is more than one hour how the whole lecture can be assessed?
- I would just like clarification on the timeline when the committee does not grant “renewal”

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- I personally feel comfortable with how things are explained.
- I am actually interested in how the process works if the committee decides not to grant the faculty member tenure?
- Everything about the process is clear at this point. I do, however,

think that certain aspects of the process (specifically the overly long and overly detailed classroom visitation form) can be simplified or streamlined.

### **3. What can you do personally that will enhance the coaching/mentoring experience for both yourself as a tenured faculty member and the new faculty member going through the tenure process?**

- I think that I would encourage a new faculty member to utilize the resources that are available on campus. These would include CETL workshops and assistance from Tammy and Christian in utilizing D2L.
- Remain honest with the individual. Praise the strong points and develop a plan to strengthen the weak points.
- Take time to meet with the faculty periodically throughout the

semester to chat about the teaching-learning experience. Provide support/suggestions/ideas as appropriate.

- Stress the concept of “asking questions.” If you ask we will certainly help.
- For myself, I find that working with the new faculty member introduces a fresh perspective into my own teaching. I wish to have more conversations with new teachers. This will facilitate the sharing of ideas and teaching philosophies and hopefully promote growth in both of us.
- I believe that dropping in to say hi, or occasionally having coffee with the non tenured faculty is an important way to share ideas.
- Seek out the faculty member during convenient times and discuss his/her views on what the process is meaning for them, and share what it meant for me as well. Sometimes the discussion leads to newly learned things for both parties as well as support of each other. Seeing, and allowing the other person to see, this process as an opportunity for growth, not a hazing ritual or dog-and-pony show is important.
- Continue to update my experience with instructional strategies as I have been doing for the past 5 years. Read relevant articles about coaching/mentoring. Stay positive throughout the experience.

- I think I understand the process and I feel I put forth the necessary effort on committees. I’m sure, however, that there will be information in the session that will be valuable.
- Demand and expect the highest level of performance from all involved at all times. Period.
- I feel it is important to be available to the non-tenure member as a resource and guide.
- I think the best thing I can do is to make sure I make regular contact with the faculty member throughout the school year to give him/her that sense of support beyond the twice yearly observations.
- Patience and understanding is needed to minimize any anxiety this process can cause the new faculty. But at the same time, the tenured faculty needs to accept the responsibility they have in remaining neutral and non-biased in their classroom visit, content assessment.
- I have already mentored several instructors both with sharing information and coaching.
- Fulfill all responsibilities assigned and continue to complete my preparation for my Masters’ in Instructional Strategies.
- Be as prepared as you can be to help the faculty member through this long process.

- I will be supportive and open to questions, and none judgmental in regards to Origin and Ethnic Background.
- I am always in helpful coaching and mentoring mode. Few are in my department.
- Make an effort to be available to the individual, and to explain the components of the tenure process as clearly as possible.
- Communicate and build a relationship.
- Identifying professional development and networking opportunities in the discipline, accreditation and assessment will contribute in large part to the faculty member's development as an educator. Because of the multiple settings in which such a faculty member must function effectively (classroom, clinical, laboratory), I believe ensuring the observation and evaluation in each of these environments will result in a well-rounded faculty member.
- I think it is important for both the tenured faculty member and the new faculty member to have a continuing conversation about teaching practices, tools available, learning as a faculty member, and student learning. These conversations can bring about a better end result for the student.
- New faculty need to understand the history of the department and encourage them to bring new ideas to continue to support the nursing program in the community.
- The coaching experience can be improved by longer/more detailed pre and post evaluation meetings. I think it's important to explain observation remarks/comments. I also think it would be useful for the new faculty member to have an opportunity to meet with the committee as a whole (at least once) to talk about progress/goals for each year.
- Hopefully, I am doing it. In my situation, I share an office with the tenure candidate and provide ongoing mentoring, feedback, and support.
- The one important thing that would enhance the coaching/mentoring experience is open communication between the mentor and the person going through the tenure process. In other words, nothing should be left to chance and all issues have to be brought up and discussed between the concerned parties.
- I imagine I could spend more time informally with those going through the tenure process to talk about teaching, share ideas, answer any questions. Of course, since the role is also evaluative, this may depend on the situation.
- Beyond what I do already, not really sure. I think, honestly, I do a pretty good job. I have become a resource for many faculty

members as they have gone through this process, sometimes I've actually been on their committees as well, but I think they feel comfortable asking for my input and soliciting my advice.

- I could have regular informal conversations with the faculty member regarding his/her comments, concerns, and/or questions regarding the tenure process or schedule a more formal meeting every semester.
- I think it would be conducive to have a monthly meeting between the non-tenured faculty and someone from the tenure committee. This can be an informal time to answer questions from what the committee would like to see the new faculty member improve on and check-up on any questions that the new faculty member may have.
- Maybe maintain regular contact with the new faculty member so that he or she will feel comfortable approaching me with questions or issues.
- Be available for formal and informal discussions about tenure or areas for improvement. Keep in contact with the faculty member throughout the process on a regular basis to make sure there

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aren't any problems or issues that come up.

- Firstly, I need to be there for the faculty member up for tenure. Anything that I can do to ease the new faculty member into the position will probably be returned to the program ten-fold. Having said that I also believe it is the responsibility of the faculty member to take charge, to be aggressive and to earn my respect in order to convince me that he/she deserves tenure.
- One thing that happens too infrequently, in my experience, is a closer relationship between the new faculty and the “mentors” on the committee. Tenure issues are issues only when the deadlines regarding visitations, portfolios, and meetings are near. There should be a closer, ongoing relationship here, I think.
- I can enhance the process by speaking up if the process is not being followed. I can also enhance it by being honest and supportive with the new faculty member.
- I am willing to assist faculty members with the content assessment portfolios.

## Senate Information, 2010-2011

### ECCFA OFFICERS 2010-2011

President: Sarah Dye  
1<sup>st</sup> Vice-President: Luis Martinez  
2<sup>nd</sup> Vice-President: Susan Ford  
3<sup>rd</sup> Vice-President: David Lawrence  
Secretary: Lori Clark  
Treasurer: Linda Hefferin

### ECCFA SENATORS 2010-2011

Josefana Aleman, UAF2  
Mary Arndt, HP  
Elizabeth Becker, MSE  
Rick Bonnom, UAF2  
Michelle Brynelsen, HP  
Lori Clark, CABS  
Sumitra Duggirala, UAF1 (on leave)  
Leonard Fitzpatrick, SSCT  
Sue Ford, UAF2  
Clark Hallpike, BUS  
Linda Hefferin, BUS  
Cindy Hutman, CABS  
Crystal Kerwin, UAF2  
Dan Kocher, UAF2  
Dave Lawrence, UAF2  
Marcia Luptak, UAF2  
Luis Martinez, MSE  
Pat O'Brien, CABS  
Gary Norden, SSCT  
Joel Peck, LVPA  
Mary Peterhans, UAF2  
Roger Ramey, BUS  
Howard Russo, LVPA  
Manuel Salgado, ADLRSS  
Cathy Tomasik, UAF2  
Glenn Turner CABS  
Scott Vazsily, UAF2  
Vicki Walker, UAF1

## ECCFA/Senate Meeting Dates 2010-2011

### FALL SEMESTER 2010

Wed., Oct. 20, 2010, 3:00-5:00 PM, Senate Mtg., UBC 205  
Wed., Nov. 3, 2010, 3:00-5:00 PM, Senate Mtg., UBC 103  
Wed., Nov. 17, 2010, 3:00-5:00 PM, Senate Mtg., UBC 205

#### (NOTE: Thanksgiving 11/25)

Wed., Dec. 1, 2010, 3:00-5:00 PM, Senate Mtg., UBC 103  
Wed., Dec. 15, 2010, 3:00-5:00 PM, Senate Mtg., UBC 205  
Fri., Dec. 17, 2010, Grading Day AND Graduation

#### (NOTE: Classes end TH 12/16)

Mon., Dec. 20, 2010, 8:00 AM, Grades due

### SPRING SEMESTER 2011

Thurs., Jan. 13, 2011, TBA, ECCFA General Member  
Meeting & Luncheon, UBC  
Fri., Jan. 14, 2011, 9:00-10:00 AM, New Faculty  
Intro/Welcome to ECCFA Meeting, TBA  
Fri., Jan. 14, 2011, 1:00-2:00 PM, Instructional  
Coordinator/ECCFA Meeting, TBA  
Wed., Jan. 19, 2011, 3:00-5:00 PM, Senate Mtg., Alumni  
Room  
Wed., Feb. 2, 2011, 3:00-5:00 PM, Senate Mtg., Alumni  
Room  
Wed., Feb. 16, 2011, 3:00-5:00 PM, Senate Mtg., Alumni  
Room  
Wed., March 2, 2011, 3:00-5:00 PM, Senate Mtg., Alumni  
Room  
Wed., March 16, 2011, 3:00-5:00 PM, Senate Mtg., Alumni  
Room  
**(NOTE: Spring Break 3/23)**  
Wed., March 30, 2011, 3:00-5:00 PM, Senate Mtg., Alumni  
Room  
Wed., April 13, 2011, 3:00-5:00 PM, Senate Mtg., Alumni  
Room

Wed., April 27, 2011, 3:00-5:00 PM, Senate Mtg., Alumni

Room

Wed., May 11, 2011, 3:00-5:00 PM, Senate Mtg., Alumni

Room

Thurs., May 19, 2011, Grading Day

**(NOTE: Classes end W 5/18)**

Fri., May 20, 2011, Graduation

Mon., May 23, 2011, 8:00 AM, Grades due

## Sentinel Dates, 2010-2011

<b>Submissions Due</b>	<b>Publication Date</b>
Thursday, 4 November 2010	Monday, 8 November 2010
Friday, 3 December 2010	Tuesday, 7 December 2010
Thursday, 3 February 2011	Monday, 7 February 2011
Thursday, 3 March 2011	Monday, 7 March 2011
Monday, 4 April 2011	Thursday, 7 April 2011
Thursday, 5 May 2011	Monday, 9 May 2010