



**Contract Renewal
Document Basics
October 8, 2020**

Disclaimer

This information is based on UHMC department chair and DPC comments about contract renewals and our personal experience as DPC and TPRC members. Be sure to contact your own department chair, DPC, VC and Chancellor for specific requirements and expectations



“Do the job you were hired to do with passion and to the best of your ability and writing the document will be easier.”

"Be yourself and tell your story."

**Contract Renewal and
Tenure Promotion Faculty
2020 - 2021**

Tenure/Promotion June 30, 2020 Application deadline to Chancellor's Office – October 2, 2020

DPC review period October 5 – October 30, 2020, 2020
DC review period November 4 – , November 23, 2020
VC review period November 24 – December 18, 2020
TPRC Review Period January 4 – February 5, 2021
Chancellor/System review period February – April 2021
Dossiers recommended by BOR May/June meeting
Letter to Applicant by June 30, 2021
Tenure & promotion and promotion only effective August 1, 2021

Horowitz, Liana – P2021
Matsuda, Shavonn-Haevyn – P2021
Marzluff, Jeffrey – P2021
Shih, Jenny – P20221
Thornton, Paul - P2021
Watanabe, Kelly – P2021

Contract Renewal Applications for Tenure Track Applicants

Contract renewals due to Department Chairs on November 2, 2020
Department Chairs to DPC on November 3, 2020
DPC to Department Chairs on November 24, 2020
Department Chairs to Vice Chancellor of Academic Affairs on December 11, 2020
Vice Chancellor of Academic Affairs to Chancellor on December 31, 2020
Letter to Applicant by February 26, 2021

1st Year Contract Renewals – Hire Date: 2018 (Contract renewal not needed)

2nd Year Contract Renewals – Hire Date: 2017 (Submit contract renewal)

Guerrero Ben – 1.0

3rd Year Contract Renewals – Hire Date: 2016 (Contract renewal not needed)

Chiasson, Theodore - P2023
Gould, Michelle –P2023
LeGare, Selene – P2023
Mabie, Fred – P2023
Robell, Christi – P2023
Williams, Constance – P2023
Young, Michael – P2023

4th Year Contract Renewals – Hire Date: 2015 (Submit contract renewal)

Blamey, Tom – P2022
Cabello, Sunny – P2022
Ho, Van – P2022
Jones, Meagan – P2022
Kahooohanohano, Moana – P2022
Kodani, Loreen – P2022
Martinson, Lawrence – P2022
Okamoto, Nick – P2022
Rose, Konstantina – P2022

Non-Tenure Track Faculty

Contract renewal application due to Department Chairs on March 5, 2021
Department Chairs to DPC on March 8, 2021
DPC to Department Chairs April 5, 2021
Department Chairs to Vice Chancellor of Academic Affairs on April 23, 2021
VC complete report and give to Chancellor by May 12, 2021
Letter to Applicant by June 30, 2021

Baumstark, Jennifer - 1.0 Nursing
Hoke, Lantana – 1.0, Title III
Holt-Padilla, Hokulani – 1.0, Ka Hikina O Ka La
Ishikawa, Kristi – 1.0 Title III
Ishikawa, Lei – 1.0 Ka Hikina O Ka La
Kawaa, Luana – 1.0 Counselor
Kanemura, Mari - .5 counselor
Kohne, Brian – 1.0 Creative Media
Medina, Gemma – 1.0 Early Childhood
Niemi, Trent – 1.0 Physiology
Panlasigui, Velma – 1.0 Hawaiian Studies
Matsuura, Aubrey – 1.0 Title III
Ryan, Michael – 1.0 History
Vander Lee, Nicolette – 1.0 ELWD

Revised 07/20/2020

- 🌿 **Probationary and tenure-track faculty** follow fall submissions
- 🌿 **Non-probationary and non-tenure track** follow spring
- 🌿 **Bargaining unit (BU7)**
- 🌿 **G-funded** (general funds) versus **grant-funded**
- 🌿 **DC** (department chair)
- 🌿 **DPC** (Division Personnel Review Committee) 3 members, should be at least one rank higher
- 🌿 **TPRC** (Tenure and Promotion Review Committee)- confidential and selected by chancellor's office, 2 off campus in your discipline and 3 campus colleagues not in your discipline, at least one rank higher

- Use the job description in [UHPA faculty classification](#) as a guide/checklist
- Address the points from [Contract Renewal Guideline](#)
- [Forms and Guidelines](#) at UHMC Webpage

Contract Renewal & Tenure & Promotion Information

<https://sites.google.com/hawaii.edu/academic-affairs-uhmc/contract-renewal-tenure-promotion>

[AA Webpage for Contract Renewal Information](#)

2020-2021 T&P Guidelines & Application

[Guidelines for Tenure & Promotion 2020-2021](#)

2020-2021 Tenure & Promotion Application

[2020-2021 Tenure & Promotion Application](#)

2020-2021 Contract Renewal Guidelines

[2020-2021 Contract Renewal Guidelines](#)

2020-2021 Contract Renewal Application

[2020-2021 Contract Renewal Application](#)

Lecturer Self-Evaluation University of Hawai'i Maui College

Please refer to University of Hawai'i Community Colleges Policy (UHCCP) #9.104

INSTRUCTOR AND COURSE INFORMATION

1. First and Last Name:
2. Date:
3. Department/Discipline:
4. Semester:
5. Course Alpha and Number:
6. Course Title:
7. Course CRN:

LEARNING AND ASSESSMENT

- I. Please list all Student Learning Outcomes for this course.
A.
- II. Please choose one SLO and outline the instructional strategies used to meet this SLO.
Please give specific examples.
A.
- III. For the same SLO mentioned above, please describe the strategies and tools used to assess this SLO.
A.

STUDENT EVALUATIONS (Please attach)

- I. Please write a paragraph in reference to your student evaluations from last semester. Note, and briefly discuss, both positive and negative student feedback.

PEER OBSERVATION (Please attach)

- I. Please write a paragraph in reference to your most recent Peer Observation. Note, and briefly discuss, both positive and constructive peer feedback.

PROFESSIONAL DEVELOPMENT

- I. Please list any professional development you have taken part in since your last evaluation.

Contract Renewal Form Page 1

UNIVERSITY OF HAWAII COMMUNITY COLLEGES
CONTRACT RENEWAL FORM FOR PROBATIONARY FACULTY AT ALL RANKS

This instruction is applicable to all "C" personnel classified as Instructor; Assistant Professor, Community Colleges; Associate Professor, Community Colleges; and Professor, Community Colleges who are in their probationary period. (This form need not be completed for the year in which the person comes up for tenure consideration.)

ART I. Service Data (To be completed by the Division Chairperson/Unit Head)

Name of Faculty Member (L, F, MI) Present Rank Department/Program

Date of Initial Appointment Rank Department/Program

A. Service Record

For a definition of probationary period and a description of probationary service, please refer to the UH/UHPA Agreement, Article XII, Sections A, B, and C.

1. Service and Leave Periods from Date of Initial Appointment

FROM MO/YEAR	TO MO/YEAR	PERCENT TIME	SOURCE OF SALARY FUNDS

Forms should not be handwritten.

Dates of Service/ Probationary Period etc. should be verified with Personnel. Plea

1. Primary Duties

- Teaching Philosophy
- Classes you Teach Assessment of your student and peer evaluations
- Assigned time activities

(This is the most important section. If you are not teaching faculty, use your job description and consider adding to appendix.)

Stay Student Centered

- 🌱 Describe the impact for students
- 🌱 Relate to SLOs
- 🌱 Describe what you do with students

Engaging lessons cultivate student motivation.

Engaging lessons cultivate student motivation, so I spark student interest by including many different forms of media in my lessons. In my English classes and college orientation classes, I use essays, short stories, poems, song lyrics, visual art, music, TV commercials, and field trips to promote course objectives. (Laura Nagle)

Illustrate Your Claims

- 🌱 Give specific examples, lessons, experiences
- 🌱 Use qualitative & quantitative data (consider using tables)
- 🌱 Consider addressing retention rates
- 🌱 Use data that supports your efforts in achieving SLOs
- 🌱 Use quotes from student & peer evaluations

Respond to Reviewers

- Address **ALL** recommendations from previous review- Chancellor, VCAA, Dept. chair, DPC (4th year docs)
- Address peer observations/evaluations
- Acknowledge weaknesses and create strategies for improving

In a Fall 2008 peer evaluation of my English 22 SkyBridge class, XX wrote the following:

“Laura’s lesson guided students through a plentiful variety of active learning exercises. Extended attention to grammar questions left her a little rushed toward the end of class.”

As a result of XX’s feedback, I will continue to work on balancing my time throughout class with special attention to the timing of SkyBridge classes. Because students in the HITS classroom take a little longer to communicate, often hesitate before pressing the “talk” button, and need comments repeated, I will save the last 5 minutes of class for outreach site student questions and encourage students on the Kahului campus to save questions for after class time or individual conferences as appropriate.

2. College, System and Community Service Activities

- Identify activity
- Brief description
- Connect to outcome for students, college (So what?)

My contributions to UH and the community meet these criteria.

Service to UHMC and UH System

Activity	Date	Description <i>Outcome / Impact</i>
Distance Learning committee	2012-2016	I took part in monthly meetings until the meeting schedule for department chairs reduced my availability. I have continued to take part in polls, online discussion, and other forms of support for the Distance Learning Committee. <i>I was able to provide the perspective of a Department Chair as well as learn from others to improve both my own Distance class and share what I learn with other Social Science faculty. For example, I shared the policies used by our department to ensure appropriately prepared faculty teaching in online courses.</i>
Presentation at HSSI	2017	I co-presented on the topic "Helping Our Students Become Active and Reflective Learners" <i>Presenting this presentation with a Liberal Arts instructor allows us to provide suggestions and examples for both programs and liberal arts instructors throughout the UHCC system</i>
Academic Senate	Ongoing	I attend all Academic Senate meetings. <i>I take an active role in discussions, polls, and voting for the Academic Senate. This allows me to participate in governance for our college. I also share information with the Social Science department because so many of our lecturers are unable to attend Academic Senate meetings.</i>
UHMC Information fairs	Every semester	I provided information about the ECE program for prospective students including fairs for Kamehameha and DOE students. <i>More students were aware of our program.</i>
Ask ME tables	Every semester	During the first week of each semester, I have volunteered at information tables, answering students' questions and giving directions to students and visitors. <i>This supports new students.</i>

Activity	Date	Description <i>Outcome / Impact</i>
Keikifest	Every April	I staff a booth with information about appropriate activities for young children and information about our ECE college program. <i>I include and supervise volunteer students in working with children visiting the booth. This provides information for potential students. It also supports our students in a professional activity.</i>
Punana Leo O Maui Hawaiian Immersion Preschool 30 th Anniversary Celebration	November 10, 2017	I attended a celebration of the important work this program has provided over the past 30 years. <i>I was able to talk story with former and current students as well as show my support for this important community partner.</i>

Reflection on College and Community Service activities

I have increased my participation in committees and increased my leadership roles (see section IV. Leadership Activities). As discussed earlier, I have contributed to the college in many ways through my role as department chair, but I have also found other ways to impact the college including across departments and disciplines. My contributions to the community are centered in early childhood programs and families with young children. I am able to continue supporting my former students through workshops, conferences, and in-service training.

I am also committed to service to my profession. I present at conferences, serve my professional organization, and take part in a higher education group in Hawaii. See activities below:

Activity	Date Location	Description Outcome / Impact
Presentation for the Professional Development Institute	June 2014 Minneapolis	I provided a presentation for Higher Educational faculty on working with students from cultures different from your own. <i>Attendees reported new ideas will help them improve their teaching. I have continued to email attendees who have asked for examples of my syllabi and grading rubrics to allow them to put some of these ideas into practice.</i>

3. Professional & Self Development

Connect what you learned/experienced to your teaching/work - what was the impact/improvement? (so what?)

I have continued my commitment to professional and self-development activities. The following chart describes activities I have engaged in to improve my teaching and my ability to contribute to the UHMC campus, UH system, the community, and my profession.

Activity	Date Place	Description Outcome / Impact
National Association for the Education of Young Children Annual Conference	11/2016 Los Angeles, CA	I attended session focused on best practice and current research in ECE Higher Education. <i>I have revised teaching strategies in several classes including updating my hybrid courses.</i>
Hawaii Student Success Institute	2017 Leeward Community College	I attended this conference with my UHMC team to learn new strategies specific to our Hawaii students. <i>I have used strategies in my teaching and shared information from the conference with members of my department. I also benefited from opportunities to talk story with faculty from other UH campuses.</i>
UHMC Leadership Institute Retreat	10/2016	I attended a day-long retreat focused on student success strategies. <i>I was able to share my ideas and bring information back to my department.</i>

Reflection on Professional and self-development activities:

Early Childhood Education is a dynamic field. I am required to stay current on the latest research in best practice to ensure that I am preparing my students for their professional lives. Attending conferences locally and on the mainland, reading professional journals, and taking part in discussions with colleagues have helped me stay current in my field.

I have also taken advantage of professional development opportunities to assist me in leadership. As a department chair and member of many college and system committees, I need to support faculty and staff while adhering to college policies. Workshops ranging from dealing with students in crisis to preparing for accreditation visits have all been helpful.

4. Leadership Activities

Emerging for C2

I hope that my leadership has benefited many parts of UHMC, the UH system, my community, and my field. I have described leadership activities throughout this document. My leadership at the college level has been focused on sharing my expertise with our campus community. As I have become a more seasoned instructor and Department Chair, I have been asked to share my perspectives with colleagues. I have mentored new department chairs to understand their new roles and actively engage in collaboration. As a seasoned instructor, I have mentored lecturers, new faculty in my and other departments, served on DPCs and screening committees, and led professional development. My major focus has been on supporting best practices in teaching community college students through my work on Professional Development, Strategic Directions Quality of Learning Committee, Student Evaluation Committee, and Title IX. My leadership at the community level is focused on sharing expertise in the area of Early Childhood Education.

My leadership activities are listed in the graph below.

Task / Responsibility	Date	Description <i>Outcome / Impact</i>
UHMC representative to Student Success Council (SSC) faculty professional development committee		I work with a group of representatives from each CC under the direction of Kristine Korey-Smith. The goal is to create a cross-UH system of professional development opportunities. <i>I am able to share ideas of what has been successful at UHMC. I am also now more knowledgeable about PD opportunities that complement the work of UHMC's PD program</i>

Activity	Date	Description <i>Outcome / Impact</i>
MEO board, Chair of Head Start Committee	2012-2016	Information about duties and actions taken can be found in College and Community Service.

Goals from last promotion document.

I set ambitious goals in my last promotional document. I report on my achievements below.

Goal	Achievement
<i>I will support our Early Childhood Program Coordinator in achieving Early Childhood Associate Degree Accreditation from the National Association for the Education of Young Children</i>	We were the first UHCC ECE program to achieve ECADA accreditation in 2015. As is usually the case, we were given some conditions to meet by our first annual report. After completing our second report, we are now accredited without conditions.
<i>I will work with my Program Coordinator to select a tool for assessing students' temperamental compatibility with the field of early childhood education and develop methods for assisting students in strengthening areas of temperament to help them succeed in the field.</i>	We piloted our tool for analysis of temperamental compatibility for the first time in spring, 2018. Analysis of the data demonstrated problems with the tool and the timing of its administration. We have decided that the tool can be used for self-assessment rather than instructor assessment.
<i>I will continue my involvement in UH System's Distance Learning.</i>	I have supported the efforts of Distance Education as described in the College Service portion of this document.

New goals to complete before:

Goal	Method
Develop a reduced-cost text for ECED 115: Health, Safety and Nutrition for Young Children using open source materials.	The textbooks for this course are expensive and the information changes often enough to keep the text from being a good book for our students to keep for their own professional libraries. I will work with librarians, colleagues from other colleges, and students to create a set of resources that is low cost without compromising quality.

Organization tips:

Use visuals, charts

GOAL	Progress	Outcome
Develop FYE course	Course outline submitted	When approved, course will be offered Fall 2010
Attend professional development opportunity in Service Learning Training	Completed. Attended conference in May 2009	Acquired skills to develop SL curriculum in courses to offer to students

APPENDIX

- Student evaluations
- Peer evaluations
- Previous letters (for 4th year docs)

Most Common Advice:

- Be honest
- Proofread
- Make connections for your reader – **the so what?**
- www.maui.hawaii.edu/pd

Proofread:

- Get Content Feedback
- Check with someone in content area/ DPC
- Get Proofreading Help
- Use spell check, get reader for readability/punctuation/grammar errors

Suggestions for next steps:

- Create a folder for possible appendix items
- Keep datebook of some kind
- Gather your eCafe results
- Allow time for feedback—secure a proofreader

Questions? Discussion



**Mahalo for contributing
to the discussion!**

