

# Contract Renewal Guidelines Section By Section

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# 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

# Getting Started

- Use the job description in **UHPA faculty classification** as a guide/ checklist
- Address the points from **Contract Renewal Guideline**
- Use **UH Maui Guideline** as outline

# Information & Forms

## UHMC PD webpage:

[maui.hawaii.edu/pd/main/resources/contract-renewal/](http://maui.hawaii.edu/pd/main/resources/contract-renewal/)

**Contract Renewal** Home / Professional Development at UHMC / Resources for Faculty and Staff / Contract Renewal

Professional Development at UHMC

UHMC Professional Development Plan >

Funding Your Professional Development >

Calendar for Faculty and Staff

Resources for Faculty and Staff >

Campus Open Forums

Hawai'i Papa O Ke Ao @UHMC

Contract Renewal

FYE Faculty Resources

New Faculty Initiative

Title IX Resources

UHMC Wellness Hui Resources >

### Contract Renewal, Tenure and Promotion

**FORMS & RESOURCES** **PROBATIONARY** **NON-PROBATIONARY** **TENURE & PROMOTION**

**PROMOTION** **WORKSHOP RESOURCES**

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### FORMS & RESOURCES

- ☞ Reviewer Training & Information
- 📁 **Forms & Resources**
- 📁 **Contract Renewal**
- 📁 Tenure & Promotion
- ☰ Faculty Five-Year Review
- ⬆️ UH System Online Submission

[UHMC Instructional Guidelines](#)

[DPC and DC Process for Contract Renewal](#)

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**PEER OBSERVATION FORMS**

[Lecturer Self-Evaluation Form](#)

[Peer Evaluation Form](#)

[Peer Observation Form](#)

[Online Peer Observation Form](#)

# DPC & DC Process for Contract Renewal

## UH Maui College Contract Renewal DPC and DC Process

Probationary and non-probationary faculties will be advised of the schedule for submitting their applications for contract renewal to the University of Hawaii, Office of Chancellors of Academic Affairs. This schedule comes out in the form of a memo from the Vice Chancellor's office and is set system-wide to coordinate with the University of Hawaii's contract renewal process.

## Contract Renewal Guidelines

### 2022-2023 UHCC Contract Renewal Guidelines

#### University of Hawaii Community Colleges GUIDELINES FOR CONTRACT RENEWAL

The contract renewal document should include the following information.

1. A statement on your teaching ability that includes:
  - a. a self-assessment of your teaching ability with respect to courses you have taught, including a discussion of your effectiveness, students' responses to your approach and a self-analysis of the degree of attainment of student learning outcomes in the classes taught. It is understood that you are not solely responsible for the attainment of student learning outcomes by all students;
  - b. a summary, analysis, and brief discussion of student evaluations since your last evaluation, or your initial appointment if this is your first evaluation; and
  - c. a summary and brief discussion of your peer evaluations. There should be two (2) peer evaluations for each of the semesters being covered in the evaluation period.
2. A section outlining your accomplishments and activities since your last evaluation, or your initial appointment if this is your first evaluation. This section should include:
  - a. a brief discussion of significant instructional materials or course revisions you have developed;

## D. FACULTY CLASSIFICATION RANKS

### Instructor (C2)

Faculty at Rank 2 perform competently with increasing professional maturity in the area of primary responsibilities. They instruct students and/or provide academic support to students. They work under the guidance of colleagues to develop an understanding of student needs in their discipline or area of primary responsibility. They begin to provide college and community service. They are expected to participate in professional and self-development activities.

Those hired as an Instructor must meet the community colleges minimum qualifications for education, experience, and certification, as appropriate.

Those who, at initial appointment, are deemed to be generally qualified to perform the duties and responsibilities of an Instructor, except that the minimum qualifications for the Instructor level have not yet been completed, may be appointed as an Acting Instructor. Further, appointment as Acting Instructor is contingent upon an approved plan of professional self-improvement which is designed to meet the minimum qualifications for Instructor, and should be completed within three (3) years from the time of first employment in this rank. Extensions beyond the three years may be granted by the Chancellor due to extenuating or exceptional circumstances. (July 17, 1992)

# Know terms as they relate to you

- **Probationary/tenure-track faculty** follow fall submissions (deadline is November 4, 2022 this year)
- **Non-probationary/non-tenure track** follow spring submissions (March 3, 2023)
- **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

# Contract Renewal Form Page 1

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES  
**CONTRACT RENEWAL FORM FOR  
 PROBATIONARY FACULTY AT ALL RANKS**

This instruction applies 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.)

**Service Data**

|  |              |                    |
|--|--------------|--------------------|
|  |              |                    |
| Name of Faculty Member (Last, First, Middle Initial) | Present Rank | Department/Program |
|  |              |                    |
| Date of Initial Appointment                          | Rank         | Department/Program |

**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, C.

**Service and Leave Periods From Date of Initial Appointment**

| FROM<br>MO/YEAR | TO<br>MO/YEAR | PERCENT<br>TIME | SOURCE OF<br>SALARY FUNDS |
|-----------------|---------------|-----------------|---------------------------|
|                 |               |                 |                           |
|                 |               |                 |                           |
|                 |               |                 |                           |
|                 |               |                 |                           |
|                 |               |                 |                           |

See additional information on page  (if applicable)

Years of full-time probationary service completed by July 31,   
 (including current year)



# Peer Evaluation Forms

## [UHMC PD Contract Renewal](#)

## [Resources](#) > Forms & Resources

### FORMS & RESOURCES

👁 Reviewer Training & Information

[UHMC Instructional Guidelines](#)

📁 Forms & Resources

[DPC and DC Process for Contract Renewal](#)

📁 Contract Renewal

#### PEER OBSERVATION FORMS

📁 Tenure & Promotion

[Lecturer Self-Evaluation Form](#)

☰ Faculty Five-Year Review

[Peer Evaluation Form](#)

⬆ UH System Online Submission

[Peer Observation Form](#)

📁 UHPA Contract & Agreement

[Online Peer Observation Form](#)

📁 DPC Procedures

[DL Course Observation of Instruction Report Guide](#)

📄 Terms

[DL Course Observation of Instruction Report](#)

✍ Suggested Format

[Classroom Observation Form](#)

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

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 (The "So what?")



My contributions to UH and the community meet these criteria.

## Service to UHMC and UH System

| Activity                    | Date           | Description<br>Outcome / Impact  |
|-----------------------------|----------------|--|
| Distance Learning committee | 2012-2016      | <p>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.</p> <p>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.</p> |
| Presentation at HSSI        | 2017           | <p>I co-presented on the topic “Helping Our Students Become Active and Reflective Learners”</p> <p>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</p>   |
| Academic Senate             | Ongoing        | <p>I attend all Academic Senate meetings.</p> <p>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.</p>   |
| UHMC Information fairs      | Every semester | <p>I provided information about the ECE program for prospective students including fairs for Kamehameha and DOE students.</p> <p>More students were aware of our program.</p>  |
| Ask ME tables               | Every semester | <p>During the first week of each semester, I have volunteered at information tables, answering students’ questions and giving directions to students and visitors.</p> <p>This supports new students.</p>  |

My contributions to UH and the community meet these criteria.

# Service to the Community

| Activity   | Date                 | Description<br>Outcome / Impact  |
|--|----------------------|--|
| Keikifest  | Every April          | <p><b>I staff a booth with information about appropriate activities for young children and information about our ECE college program.</b></p> <p>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.</p> |
| Punana Leo O Maui<br>Hawaiian Immersion<br>Preschool 30 <sup>th</sup> Anniversary<br>Celebration | November 10,<br>2017 | <p><b>I attended a celebration of the important work this program has provided over the past 30 years.</b></p> <p>I was able to talk story with former and current students as well as show my support for this important community partner.</p>   |

# 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<br>Location         | Description<br>Outcome / Impact  |
|---|--------------------------|--|
| Presentation for the Professional Development Institute | June 2014<br>Minneapolis | I provided a presentation for Higher Educational faculty on working with students from cultures different from your own. 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. |

# Organization Tip

- Use headings to separate sections
- Be consistent
- 

## **Learning Communities Institute**

(Kapi'olani Community College, May 2008): In preparation for teaching English 22 for the Mu'o A'e learning cohort in Fall 2008, I attended ...

# 3. Professional & Self Development

Connect what you learned/experienced to your teaching/work - what was the impact/improvement? (The "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<br>Place                     | Description<br>Outcome / Impact   |
|--|-----------------------------------|---|
| National Association for the Education of Young Children Annual Conference | 11/2016<br>Los Angeles, CA        | <p><b>I attended session focused on best practice and current research in ECE Higher Education.</b></p> <p>I have revised teaching strategies in several classes including updating my hybrid courses.</p>  |
| Hawaii Student Success Institute   | 2017<br>Leeward Community College | <p><b>I attended this conference with my UHMC team to learn new strategies specific to our Hawaii students.</b></p> <p>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.</p> |
| UHMC Leadership Institute Retreat  | 10/2016                           | <p><b>I attended a day-long retreat focused on student success strategies.</b></p> <p>I was able to share my ideas and bring information back to my department.</p>   |

## **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.

College:

Community:

| Task / Responsibility   | Date | Description<br>Outcome / Impact   |
|---|------|---|
| UHMC representative to Student Success Council (SSC) faculty professional development committee |      | <p>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.</p> <p>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</p> |

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

## 5. Goals

- Identify earlier goals (for 4<sup>th</sup> year docs), explain progress, identify outcome OR explain not meeting goal
- Identify specific goals for next contract :
  - Can you measure and demonstrate accomplishment?

## Goals from last promotion document.

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

New goals to complete before:

| Goal   | Achievement   |
|--|---|
| 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   | 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 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. | 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 will continue my involvement in UH System's Distance Learning.   | I have supported the efforts of Distance Education as described in the College Service portion of this document.  |

| 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

- Syllabi
- Student evaluations
- Peer Observations
- Previous letters (for 4<sup>th</sup> year docs)
- Other supporting materials for Professional development, college, and community service

# **APPENDIX: additional considerations**

**Include** a specific lesson plan or assignment if you refer to it in your narrative.

## **Quality rather than quantity:**

(Ask: Does this support my claim that I am a faculty member deserving of contract renewal?)

Yes: Thank you letter for service

No: Conference session booklet

No: Meeting minutes where you're not mentioned

# Make it easy to refer to appendix

- Example: "I collaborated with campus leaders in creating and collectively organizing and implementing an engaging and successful two or three-day New Faculty Institute (see appendix, pp. 75-88) every August prior to the start of duty period. New faculty, lecturers, and staff (see appendix, pp. 77-78) learned from the expertise of their colleagues and the resources of the campus."

# Proofread

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



# Most common advice:

- Be honest
- Proofread
- Make connections for your reader –  
The “So what?”

# **Suggestions for next steps:**

- Schedule your **2 class observations per semester** (DPC and faculty of higher rank – C3,4 or 5)
- Connect with your DPC and department: get feedback about committee choices, **discuss your observation comments so you can make changes**

# **Suggestions for next steps:**

- Create an online folder for possible appendix items
- Keep datebook/calendar of some kind
- Gather your eCafe results
- Get Adobe Acrobat to paginate your appendix, start your file now
- Allow time for feedback—secure a proofreader
- Allow time to assemble your document

“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."

# **Resources**

[UHMC Professional Development > Resources > Contract Renewal](#)

[UHMC Academic Affairs > Contract Renewal](#)

[UHMC Academic Affairs > Faculty Forms](#)