Contract Renewal Guidelines
UHMC Suggested Guidelines

New Faculty 101
April 26, 2018

Sections contributed by Laura Nagle, Joyce Yamada, Diane Meyer, Jeannie Pezzoli and others
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 webpage ➔ Faculty & Staff ➔ Faculty Resources

Faculty Resources

- Faculty and Lecturer Handbook
- Professional Development
- Advisory Committee Handbook
- Guidelines for Tenure and Promotion
- Contract Renewal Guidelines
- Assessment Program Reviews
- Policies and Procedures
- Instructional Design Services

Institutional Resources

- Administrative Services
- Business Office
- Campus Security
- Operations and Maintenance
- Personnel Office
- Accreditation
- Strategic Planning
- VP for Community Colleges
- Academic Probation
Generic Contract Renewal Application

DPC & DC Process for Contract Renewal

Contract Renewal Guidelines

Faculty Contract Renewal Guidelines
Probationary and Non-Probationary
University of Hawai‘i Maui College

Description of Document

Length: 15-20 pages
Double spaced
12 pt. type, either Times New Roman or Arial
Enclosed in a three-ring binder.
Completed Application Form
Pages numbered (bottom of page, center) as directed in application form.
GUIDELINES FOR TENURE AND PROMOTION
UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES
2015-2016

I. GUIDELINES FOR TENURE
   A. INTRODUCTION T-1
   B. GENERAL INFORMATION FOR TENURE APPLICANTS T-1
   C. CRITERIA FOR TENURE T-3
   D. GUIDELINES FOR PREPARING APPLICATION T-4

II. GUIDELINES FOR PROMOTION
   A. INTRODUCTION P-1
   B. GENERAL INFORMATION FOR PROMOTION APPLICANTS P-1
   C. CRITERIA FOR PROMOTION P-3
   D. GUIDELINES FOR PREPARING APPLICATION P-4

III. ATTACHMENT

   University of Hawai'i Community Colleges
   Faculty Classification Plan A-1

IV. TENURE/PROMOTION APPLICATION FORM 1.1

APPLICATION DEADLINE

   October 2, 2015
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 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
Follow suggested format

- 15-20 pages
- Double spaced
- 12-point font Times New Roman, Arial
- 3-ring binder, with cover and side label
- Complete application form
- Pages numbered (bottom-centered) as directed in application form

Example: Contract renewals narrative 2.1
Example: Tenure & Promotion narrative 10.1
CC Contract Renewal Form for Probationary Faculty

PART II. Evaluation for Contract Renewal/Non-Renewal

Article XII, Section E. states "Recommendations for renewal shall require that the Faculty Member’s performance has been assessed for strengths and weaknesses and has been rated as satisfactory, that there is a continuing need for the Faculty Member’s services at the University, and that the Faculty Member has made the professional improvement or has demonstrated the professional and personal qualities needed by the department, or similar considerations. A positive assessment does not necessarily assure renewal of appointment."

A. The applicant submits summary of accomplishments or performance of assigned duties and responsibilities (see CC Contract Renewal Suggested Guidelines). (Attach additional pages 2.2 to 2.____)
PART X ENDEAVORS

A. Statement on Endeavors

The general outline provided below has been specifically designed to be non-prescriptive in nature; to encourage independent judgment; to allow for creativity on the part of each applicant; and to demonstrate professional accomplishments, viewpoints, attitudes and outlook as a community college educator. Each faculty member is responsible for clearly showing how he/she fully meets the expectations of the rank and criteria at which tenure/promotion is requested. The faculty member must include a clear rationale for his/her selection of activities and a substantive interpretation of the results.

The information to be provided would normally include descriptions of:

1. Primary duties
2. Professional/self-development activities
3. College/community service activities
4. Leadership abilities

Other appropriate endeavors, if any, may be included in the dossier. Append and paginate pages as required.

B. Supporting Materials (Optional). Supporting materials, if submitted, are to be organized in separate appendices. The information must be pertinent to the narrative portions of the application. Other supporting materials, if requested by any reviewing bodies, shall also be organized for easy reference.

For tenure documents, start narrative at 10.1
Peer Evaluation Forms – UHMC webpage, Faculty & Staff, Forms
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 and quantitative data (consider using tables)
- Consider addressing retention rates
- Use data that supports your efforts in achieving SLOs
- Use quotes from evals
Respond to Reviewers

- Address **ALL** recommendations from previous review- chancellor, VCAA, Dept chair, DPC
- Address peer observations/evaluations
- Acknowledge weaknesses and create strategy 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 and Community Services Activities

- Identify activity
- Brief description
- Connect to outcome for students, college *(So what?)*
Eazy Breezy Data Write-Ups – Jeannie Pezzoli, PhD

Handout on composing a paragraph of data

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Table 1 displays a summary of student evaluations from my classes over the past three academic years, compared to the overall UMBC average on four characteristics of teaching. These data show how the student rating on “Overall Quality” in my classes has progressively improved, with more students rating Good or Excellent in the last two years (31% and 44%, respectively) compared to the first (23%) year. In fact, top marks in the last two years exceeded the marking (22%) of UMBC classes overall. This positive trend supports a conclusion that my teaching strategies (described below) have integrated into the curriculum have improved students’ perceptions on the quality of my teaching.

http://muse.hunter.cuny.edu/~mcevans/1161800_JeaniePezzoliHANDOUT_FINAL.pdf

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Tenure & Promotion Guidelines

You must clearly describe all your professional activities and achievements that demonstrate substantial interpretation and discussion of research and information.

- Your own personal goals and achievements
- Your perceptions about student success
- Your interactions with teaching and learning
- Your contributions to research and scholarship
- Your work with student educational needs

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Table 2: Tenure Cycle and Promotion Guidelines

<table>
<thead>
<tr>
<th>Position</th>
<th>Tenure Cycle</th>
<th>Promotion Guidelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Professor</td>
<td>Fall 2019</td>
<td>3 years</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Fall 2022</td>
<td>6 years</td>
</tr>
<tr>
<td>Full Professor</td>
<td>Fall 2025</td>
<td>9 years</td>
</tr>
</tbody>
</table>

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Table 3: T-22.500 participants who have taken this course for credit.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall 2020</th>
<th>Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>12,808</td>
<td>11,788</td>
</tr>
<tr>
<td>Male</td>
<td>6,424</td>
<td>6,364</td>
</tr>
<tr>
<td>Female</td>
<td>6,384</td>
<td>5,424</td>
</tr>
</tbody>
</table>

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Table 4: High School Going Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall 2011</th>
<th>Spring 2012</th>
<th>Fall 2012</th>
<th>Spring 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>1,280</td>
<td>1,297</td>
<td>1,364</td>
<td>1,375</td>
</tr>
<tr>
<td>Percent</td>
<td>35.9%</td>
<td>37.7%</td>
<td>37.6%</td>
<td>36.5%</td>
</tr>
</tbody>
</table>

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Note: Calculations based on data from the State Department of Education.
Organization Tip

- Use headings to separate sections
- Use consistency

Learning Communities Institute (Kapiʻolani Community College, May 2008): In preparation for teaching English 22 for the Muʻo Aʻe 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? *(so what?)*
4. Leadership Activities

Emerging for C3
5. Goals

a) Identify earlier goals, explain progress, identify outcome
   OR explain not meeting goal

b) Identify specific goals for next contract:
   Can you measure and demonstrate accomplishment?
Organization tips: Use visuals, charts

<table>
<thead>
<tr>
<th>Goal</th>
<th>Progress</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop FYE course</td>
<td>Course outline submitted</td>
<td>When approved, course will be offered Fall 2010</td>
</tr>
<tr>
<td>Attend professional development opportunity in Service Learning Training</td>
<td>Completed. Attended conference in May 2009</td>
<td>Acquired skills to develop SL curriculum in courses to offer to students</td>
</tr>
</tbody>
</table>
APPENDIX

- Syllabi
- Student evaluations
- Peer evaluations
- Previous letters
- 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: 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. 275-288) every August prior to the start of duty period. New faculty, lecturers, and staff (see appendix, pp. 277-278) 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
"When applicants are clear about why they should be offered a renewed contract, a clarity that allows me - as the reader – to better understand why they taught the way they did and what came of it, contributed on campus and in the community the way they did and what came of it, and developed themselves professionally the way they did and how that will be incorporated into their subsequent year(s) at UHMC, it helps me to more easily make a decision."
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)
• Connect with your DPC and department: get feedback about committee choices, **discuss your evaluations so you can make changes**
Suggestions for next steps:

- Create a folder for possible appendix items
- Keep datebook 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."