




# **New Faculty 101 October 26, 2017**

## **Contract Renewal UHMC suggested guidelines**

**Disclaimer: This is based on UHMC department chair and DPC comments about contract renewals and my personal experience as an English faculty member, department chair, DPC member and TPRC member. Be sure to contact your own department chair, DPC, VC and chancellor for specific requirements and expectations.**





# Stick to Requirements

- 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

# 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)-  
selected by DC 3 members, should be at least one  
rank higher
- TPRC (Tenure and Promotion Review Committee)-  
confidential and selected by chancellor's office, on  
and off campus committee with folks in and outside of  
your discipline



# 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: T&P narrative 10.1



# 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're 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


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- Engaging lessons cultivate student motivation,

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- ▶ 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.






# Illustrate Your Claims

- Give specific examples, lessons, experiences
  - Use qualitative and quantitative data
  - Consider addressing retention rates
  - Use data that supports your efforts in achieving SLOs
  - Use quotes from evals
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# 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
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- ▶ 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.”*

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*“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?)



# Organization Tip

- Use headings to separate sections
  - Use consistency
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- **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?
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## 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 tip

## Use visuals, charts

<b>GOAL</b>	<b>Progress</b>	<b>Outcome</b>
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 evaluations
  - Click [here for class observations](#)
  - Click here for 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




## Organization tip

- 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*) experienced the talents 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 pieces of advice:

- Be honest
- Proofread
- Make connections for your reader



# 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 to assemble your document
- Allow time for feedback—secure a proofreader



# Closing thoughts

- "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."



# Upcoming– New Faculty 101

- Crafting your Teaching Philosophy (Eric Engh)
  - Tying it all together
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