

# Contract Renewal Guidelines UHMC Suggested Guidelines

New Faculty 101  
April 26, 2018

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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 webpage → Faculty & Staff → Faculty Resources

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UNIVERSITY of HAWAII\*  
MAUI COLLEGE

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## Faculty & Staff

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# Generic Contract Renewal Application

**(GENERIC CONTRACT RENEWAL APPLICATION)**

UNIVERSITY OF HAWAII

# DPC & DC Process for Contract Renewal

# Contract Renewal Guidelines

**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. The Vice 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 system-wide process.

## **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 HAWAII COMMUNITY COLLEGES  
2015- 2016

I.	<u>GUIDELINES FOR TENURE</u>	Page
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.	<u>GUIDELINES FOR PROMOTION</u>	
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.	<u>ATTACHMENT</u>	
	<i>University of Hawaii Community Colleges Faculty Classification Plan</i>	A-1
IV.	<u>TENURE/PROMOTION APPLICATION FORM</u>	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**

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.\_\_\_\_.)

For contract renewal docs,  
start narrative at 2.1

Applicant: \_\_\_\_\_  
College: \_\_\_\_\_

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

## Forms

✓ [Classroom Observation Form](#)

✓ [Instructional Design Report Form](#)

✓ [Online Peer Evaluation Form](#)


✓ [WI Policies and Procedures](#)



# 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

**Eazy Breezy Data Write-Ups**  
Two Templates for Composing a Paragraph of Data  
Jean A. Pezzoli, PhD

**Phase I:** Pre-Writing (thoughtfully)

- Compile the table/graph.
- Number table/graph.
- Delineate the Variables. Include them in Title and Headers. (Don't forget Data Definitions & Source.)
- Discuss & decide salient feature(s) of data. *What are the noteworthy findings? Talk over with others.*
- Discuss & decide the finding(s) and the implication(s) of the data. *Answer the questions:*  
a) Evidence supports what conclusion? b) So what? What policy/practice may need changing as a result of the data?

**Phase II:** Writing Something (quickly)

- Introduce the Table. As seen by Table 1... Table 1 shows... Presented in Table 1 is... (Use stock phrases)
- Specify the Variables. ... percent good and excellent ratings on instructor over a 3-year period compared to college norm. ... percentage of students from fall to fall.
- Cite the data points that shape your findings. (Note conventional formatting underlined.) Overall ratings in the last two of three years (83%, 84%) exceed the college norm (82%). [Cite] in parentheses. These data [paren] show [not "prove"] that 45 percent [no symbol] persist from fall to fall. Although 25 [%] students earned an A grade, 2 [%] others withdrew from the class – a significant finding.
- Specify the finding(s). This positive result supports a conclusion the instructor's teaching is as good, or better, than the UHMC average.
- Discuss implications of the findings. (... to what?) The instructor's proficiency warrants tenure. Persistence may improve with the following innovative programs.

**Phase III:** Re-Writing the Paragraph (meticulously)

- Edit with a fine-toothed comb. Make grammatically perfect. (poor grammar – discredit self, and data)
- Brevity is beautiful. Be clear-cut & concise, liberally employing Thesaurus & Google.
- Style format – required/consistent. (i.e., active voice, UHMC's make an program chair, alongside, 3-series comma)
- Spell check – early and often – and always just before final print.
- Let draft sit for a day (at least). The writer seeks words; the reader seeks meaning – different cognitive processes.
- Show draft to others. Do they understand?

Classwork: Where do Items #1-5 appear on p.2 paragraph. b) Write up Table 2, 3, or 4.  
Homework: Write up a Table – or any other data of your own – email to me at: pezzoli@hawaii.edu.

Table 1: "Excellent & Good Student Ratings" of Instructor Over Three Academic Years compared to Overall College

Teaching Characteristic	AY13	AY14	AY15	UHMC*
1. Clarity of lectures	48%	50%	67%	81%
2. Organization of course content	91%	90%	94%	82%
3. Assignments relevant to course	85%	93%	92%	80%
4. Overall quality of instructor	75%	83%	84%	82%
No. raters	181	225	287	6,583

\*UHMC Overall & Good ratings in 7 classes each of 47, based on 4-point scale. \*Source—Overall college norm in 2014 as reported by aUgB (UHMC).

Table 2: Attendance under-represented at UHMC?

Gender	
Fall 2012 Students	
Men	1,545
Women	2,824

Source—UHMC Institutional Research & Analytics.

Table 3: Over 2,700 part-timers with busy schedules find time for UHMC classes.

Attendance Status at UHMC	
Fall 2012	
Part-Timers	2,735
Full-Timers	1,644

Source—UHMC Institutional Research & Analytics.

Table 4: High School Going Rate

Fall 2011 Term	Spring 2011 High School Graduates, Maui County	Total Who Enrolled Fall 2011 @ UHMC	Percent Enrolling
Public HS	1,285	397	28.7%
Private HS	244	40	16.4%
Overall	1,529	437	28.6%

Source: Institutional Research SDS, 10/12.

**Tenure & Promotion Guidelines**

You must clearly describe all your professional activities and, where appropriate, provide substantive interpretation and discussion of summarized data and information.

- Your own philosophy and goals regarding teaching/counseling.
- Your perceptions about students we serve, including their needs and aspirations.
- Concise self-analysis of your response to, and degree of attainment of, student educational needs.
- Possible impact & contributions toward achieving your professional objectives and meeting student needs.

Recommended reading: *On Writing Well*, by William Zinsser

**Not that the story need be long ...**  
*For it will take a long while to make it short.* –Henry David Thoreau



# Organization Tip

 Use headings to separate sections

 Use consistency

## **Learning Communities Institute**

(Kapi'olani Community College, May 2008): In preparation for teaching English 22 for the Mu'ō 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? (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

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 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."