

Contract Renewal Checklist (2/16)

<input type="checkbox"/>	A: Probationary Appointment
<input type="checkbox"/>	B: Non-Probationary Appointment

Directions for Applicant: Before submitting your contract renewal application to the Department Chair, carefully check the following list to ensure that your application is complete. **Please also read the detailed instructions in the attached guidelines.**

<input type="checkbox"/>	Form: Have you signed and dated the Contract Renewal form in all appropriate places? Did you use the appropriate contract renewal form (probationary or non-probationary) for the type of appointment you hold?
<input type="checkbox"/>	1. Area of Primary Responsibility A. Accomplishments B. Assigned Time C. Evaluation D. Review Of Previous Contract Goals And Objectives And Recommendations E. Goals And Objectives Related To Primary Responsibilities For The Next Contract Period
<input type="checkbox"/>	2. Areas Outside Of Primary Responsibility A. Accomplishments 1. Institutional Service 2. Professional Development 3. Professional Activities 4. Public Service B. Review Of Previous Contract Goals And Objectives And Recommendations C. Non-Teaching Goals And Objectives For The Next Contract Period
<input type="checkbox"/>	Required Appendices 1. Student Evaluations or equivalent client/customer evaluations for non-instructional faculty
<input type="checkbox"/>	2. Peer Evaluations
<input type="checkbox"/>	3. Recommendations of Reviewing Bodies
<input type="checkbox"/>	4. Assigned Time Completion Reports
<input type="checkbox"/>	Checklist: Have you included this checklist at the front of your contract renewal dossier?

Directions for Department Chairs: Before signing the application, please ensure that all the above are enclosed.

GUIDELINES FOR CONTRACT RENEWAL DOSSIERS FOR FACULTY WITH RENEWABLE APPOINTMENTS

What is a renewable appointment?

1. A probationary faculty member on a tenure-leading appointment, or
2. A faculty member on non-tenure-leading general-fund appointment with a renewable annual contract
3. An Acting Instructor on a renewable contract.

What is a non-renewable appointment?

A faculty member with a fixed period, non-renewable appointment, e.g., replacing someone on leave or in an extra-mural grant appointment.

Faculty in non-renewable appointments will be asked to complete an evaluation dossier at the end of their appointment period, typically at the end of the Spring semester. Faculty with non-renewable appointments should follow the procedures and guidelines in Guidelines for Evaluation for Faculty with Non-Renewable Appointments.

Related Policies

1. Contract renewal is governed by Articles IX, XI and XII of the Collective Bargaining Agreement.
2. The duties and responsibilities of a faculty member are described in the of the Collective Bargaining Agreement and the Tenure Guidelines.

Procedure

Probationary Faculty

The normal probationary period for faculty in tenure-leading appointments is five years. The initial appointment period for probationary faculty is two years. The initial contract renewal evaluation will be submitted in the Fall semester of the second year of this two year contract. If renewed, the faculty member will be granted a two-year contract and will be evaluated at least once during this two-year cycle. Faculty renewed after the second two-year contract normally will make application for tenure in the Fall of the fifth year.

Faculty whose probationary period is shortened or lengthened may have a different evaluation cycle but will be evaluated at least once during each contract period.

Non-probationary Faculty

The initial evaluation of non-probationary faculty members will be in the Fall of their second year. However, the college does reserve the right to request a contract renewal evaluation in the Spring semester of the first year of the non-tenurial appointment. After the second year, contract renewal evaluations will be required each Fall until the faculty member is promoted to a higher rank.

Should a non-probationary faculty member be promoted, contract renewal evaluations will be required only every five years thereafter, unless a more frequent evaluation is requested by the College.

Faculty Responsibility

Whether the appointment is probationary or non-probationary, the faculty member's responsibility in this evaluation process is to collect the necessary evaluation information and submit the materials as outlined below to their Department Chair by the submittal deadline. Failure to submit the required contract renewal information in a timely manner will result in the denial of contract renewal.

Form

The contract renewal form will be distributed to your Department Chair, who will discuss the form and requirements for contract renewal with you.

Outline and Page Limits

The outline below should guide you in writing your contract renewal dossier. **Your dossier should not exceed six double-spaced pages**, including tables but not including Appendices. Margins should be one inch on each side and on the top and bottom, and font size should be 12 points.

OUTLINE FOR CONTRACT RENEWAL APPLICATION (9/2/03)

I. AREA OF PRIMARY RESPONSIBILITY

A. ACCOMPLISHMENTS

For Instructional Faculty: What is your philosophy of, or approach to, teaching (**one-half page, maximum**)? What were you trying to accomplish in the course(s) you taught over the last two semesters? (Discuss each course separately; e.g. ENG 22 and ENG 100.) How well did you accomplish what you were trying to do? How did your

accomplishments address the academic, personal, or career needs of the students and the mission and goals of the college and your unit and department? Your discussion should include new courses designed and/or taught; new instructional and assessment strategies; significant course modifications, and so on. You may also wish to note any recognition or awards you received for your work.

For Academic Support Faculty (Counselors and Resource Professionals):

What is your philosophy of, or approach to, academic support (**one page, maximum**)? What were you trying to accomplish in the activities you conducted and the strategies for student support that you implemented? How well did you accomplish what you were trying to do? How did your accomplishments address the academic, personal, or career needs of the students and the mission and goals of the college and your unit and department? Your discussion may include new activities or courses designed and/or taught or new strategies you developed for student or faculty support. You may also wish to note any recognition or awards you received for your work.

All faculty must provide a self-analysis of the degree of attainment of student learning outcomes in the classes taught or in services provided, as appropriate. (Note: It is understood that you are not solely responsible for the attainment of student learning outcomes by all students.) The following questions are guidelines for presenting evidence of your involvement with assessment and improvement of student learning. The questions are adapted from the section addressing Standard III.A.1.c in the ACCJC Guide to Evaluating Institutions, July 2013. These guiding questions were developed and approved by the Faculty Senate, Resolution 05052014-9.

- a. What is your role in producing student learning outcomes?
- b. What deep thinking have you as an individual and with your colleagues, engaged in about how well students are learning? What measures have you again individually and collectively created or selected to measure that learning?
- c. What discussions have you had about how to improve learning? What plans have you made?
- d. What changes have you made in your methodologies to improve learning?
- e. If you teach, what changes in your course content or sequencing have resulted from analysis of how well students are mastering course content?
- f. How have you engaged in professional development toward the development and assessment of student learning outcomes?

B. ASSIGNED TIME ACTIVITIES

In this section, please indicate any non-teaching activities for which you received reassigned time and how many credits of assigned time you received. In Appendix 4, attach completion reports for reassigned time.

C. EVALUATION OF PRIMARY RESPONSIBILITIES

FOR INSTRUCTIONAL FACULTY

Summarize your student evaluations in a table such as the one shown below. The summary should include the means for all seven factors for each section of a particular course, and each course should be summarized separately.

Factor	Fall 2002			Spring 2003		Overall Means
	ENG 22 (11521)	ENG 22 (11892)	ENG 22 (11673)	ENG 22 (11454)	ENG 22 (11234)	ENG 22
1. Course presentation	3.32	3.45	3.44	3.69	3.58	3.49
2. Fostering independent learning	3.56	3.78	3.85	3.93	3.67	3.76
3. Preparation and knowledge	3.45	3.89	3.73	3.55	3.41	3.61
4. Relationship with students	3.11	3.05	3.22	3.21	3.45	3.21
5. Grading policies	3.56	3.66	3.54	3.18	3.77	3.54
6. Availability outside of class	3.34	3.67	3.37	3.84	3.67	3.58
7. Course objectives and requirements	3.66	3.58	3.37	3.25	3.82	3.54

Student evaluations reflect the effectiveness of a teacher as perceived by the students. In responding to the student evaluations, comment on patterns of student response: factors that are consistently the highest or the lowest, factors that have changed significantly (± 0.5 or more) from one semester to the next or from the previous evaluation period. What changes in your teaching might account for these changes? (In section E. Goals and Objectives below, describe the steps you plan to take during the next contract period to enhance or improve your performance on any of the factors discussed here.)

For Academic Support Faculty: How effective have you been in providing academic support services in your unit or department? What measures have you used in determining the effectiveness of your services? In reviewing the results of your assessment instruments, comment on any patterns of response that you observe: factors that are consistently the highest or the lowest, factors that have changed significantly (± 0.5 or more) from one semester to the next or from the previous evaluation period. What changes in your services or your approach to delivering those services might account for these changes? (In section E. Goals and Objectives below, describe the steps you plan to take during the next contract period to enhance or improve your performance on any of the factors discussed here.)

D. REVIEW OF PREVIOUS CONTRACT GOALS AND OBJECTIVES AND RECOMMENDATIONS

List the goals and objectives of the previous contract period and any recommendations from your Peer Evaluators, DPC, DC, and/or Dean for the area of your primary responsibility. You may state in this section that through the activities described in Part I, Section A—Accomplishments, you have achieved the goals and objectives of the previous contract period, and/or you have responded to the recommendations of the previous contract period.

If you have not accomplished all the goals and objectives of the previous contract period or have not responded to the recommendations in the assessments of the previous contract period, indicate why accomplishing the goals or objectives, or responding to the recommendations was not possible or necessary.

E. GOALS AND OBJECTIVES RELATED TO PRIMARY RESPONSIBILITIES FOR THE NEXT CONTRACT PERIOD

List and briefly describe your goals and objectives related to maintaining, enhancing, or improving your effectiveness as an instructional or academic support faculty member over the next contract period, in response to the following: (1) self-assessment; (2) peer evaluations; and (3) student/service user evaluations.

II. ACCOMPLISHMENTS IN AREAS OUTSIDE OF PRIMARY RESPONSIBILITY

Note any awards you received for your non-teaching activities.

A. ACCOMPLISHMENTS

1. Institutional Service

Institutional service refers to any service you performed for Kapi'olani Community College or the University of Hawai'i system.

Please address the following under Institutional Service:

1. Contributing constructively to college-wide, department and discipline projects
2. Evaluating peers, as assigned by department chair
3. Participating in programs that support student success such as faculty advising, pre-transfer advising, learning communities, summer bridge programs, outreach to high schools, advising student clubs, and First Year Experience (FYE) activities.

Institutional Service includes, but is not limited to, the activities noted below:

- Making presentations or conducting workshops in your area of expertise for other faculty and staff
- Serving as advisor to a student club or organization or providing opportunities for

other kinds of extracurricular activities

- Serving on committees for institutional assessment and accreditation
- Serving as a Faculty Senate Representative or Chair
- Serving on a departmental or Faculty Senate committee
- Serving as committee chair
- Serving as a program, discipline, or special project coordinator
- Developing new programs
- Writing grants

2. Professional Development

Professional Development refers to activities aimed at increasing your knowledge in your discipline(s) as well as acquiring new strategies, techniques and skills to maintain or improve student learning or academic support.

Identify your professional development activities and briefly explain their relationship to the courses you teach or the academic support services you provide. If possible, categorize your activities under meaningful rubrics (e.g., major areas of interest) rather than merely listing activities. Such activities may include, but are not limited to, the following:

- Readings or research in your discipline or in teaching methodology and engaging in professional discussion with colleagues
- Attending workshops, seminars, conferences, and institutes in your discipline or on ways to improve your teaching or your academic support service
- Taking credit or non-credit courses in your discipline or on ways to improve your teaching or your academic support service
- Acquiring a degree related to your discipline or to college teaching or academic support

3. Professional Activities

Professional activities refer to applications and practice of your professional expertise, including scholarly endeavors. These activities highlight your achievements or status as a professional. Professional activities may be compensated, within the limits of college regulations of outside employment (8 hours per week of compensated work, excluding weekends).

Identify your professional activities and briefly explain how the activities might increase your effectiveness in the courses you teach or the academic support service you provide. Such activities may include, but are not limited to, the following:

- Research, writing and publishing articles, reviews, or books in your discipline
- Research, writing and delivering papers at professional conferences
- Reviewing textbooks and materials for publishers
- Producing and publishing, performing, or displaying creative work in disciplines such as art, music, drama, and literary writing

- Conducting institutional and/or pedagogical research
- Developing new instructional or academic support methods, procedures, or techniques
- Providing service or expertise to government agencies, individuals, community groups or organizations, or the general public
- Mentoring new or junior faculty

4. Public Service

Public service refers to uncompensated service related to your professional status. This service can occur off campus or on campus when the activities are open to the public. These activities should involve your expertise or status as a professional.

List and briefly describe your Public Service, which may include, but is not limited to the following:

- Providing leadership (on boards or as an officer) or service (e.g. editing a newsletter) in professional organizations
- Coordinating events or conferences related to your field
- Disseminating information related to your field through public workshops
- Providing expertise pro bono to government agencies, community groups and organizations, the general public, or individuals (e.g. judging contests)
- Providing expertise in your field to educators at other levels of education and other institutions

B. REVIEW OF PREVIOUS CONTRACT GOALS AND OBJECTIVES AND RECOMMENDATIONS

If you achieved all the goals and objectives and responded to all of the previous contract renewal recommendations by Peer Evaluators, DPC, DC, and Dean with respect to activities in your non-primary areas of responsibility through the activities listed in previous sections, please state so here.

If you have not accomplished all the goals and objectives you set for yourself during the last contract period and have not responded to all the recommendations for your non-primary areas of responsibility from the previous assessments or peer evaluations, indicate why accomplishing your goals or objectives or responding to the recommendations was not possible or necessary.

C. NON-TEACHING GOALS AND OBJECTIVES FOR THE NEXT CONTRACT PERIOD

1. Institutional Service
2. Professional Development
3. Professional Activities
4. Public Service Related to Professional Expertise

REQUIRED APPENDICES

- 1. STUDENT EVALUATIONS.** If your assignment includes teaching, you must submit a copy of the results for each class you have taught since the last contract renewal evaluation or since your initial hire. It is also not necessary to include individual student evaluation comments, but these must be available if requested by any reviewing body or individual. However, if you wish to quote from student comments, then the complete set of comments from student evaluations should be included.

If your assignment includes academic support, summaries of the results from whatever assessment instruments are used must be submitted

If you are a new spring appointee, you include only the Spring student evaluations.

- 2. PEER EVALUATIONS.** Instructional faculty should include two teaching peer evaluations and one non-teaching peer evaluation for each year since the last contract renewal evaluation or since their initial hire. Academic Support Faculty should include peer evaluations done in the Units to which they are assigned. Unless there are extenuating circumstances, it is recommended that the peer evaluation form be completed by a full-time tenured faculty member other than the Department Chair.
- 3. RECOMMENDATIONS OF REVIEWING BODIES.** If you submitted a contract renewal dossier previously, you must, in this renewal dossier, include copies of the previous assessments submitted by your Departmental Personnel Committee, Department Chair, and Dean.
- 4. ASSIGNED TIME COMPLETION REPORTS.** If your responsibilities have included assigned time, please attach a copy of your assigned time completion reports.

SUBMITTAL

You should submit your completed application to the Department Chair on the date indicated in the attached timeline. Your dossier will be reviewed by the Department Personnel Committee and the Department Chair, who will add their assessment and recommendations before forwarding it to the Dean. The Department Chair will meet with you to discuss the evaluation prior to submitting it.

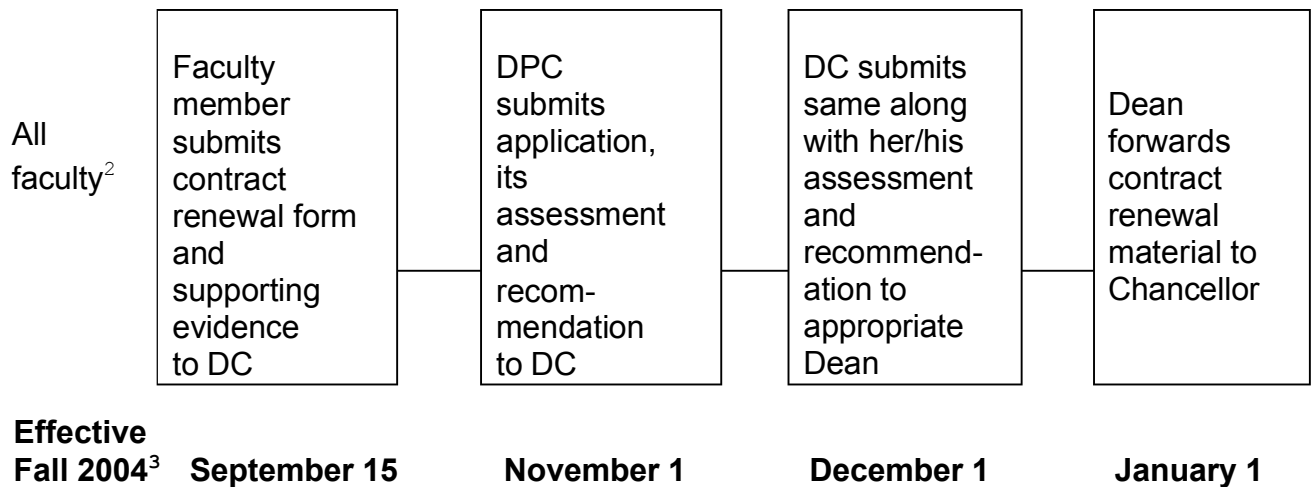
You may then be asked to meet with the Dean to discuss your evaluation and your targets for the next year. The final decision on contract renewal will be made by the Chancellor, and you will be notified within the time frame specified by the Collective Bargaining Agreement.

Kapi'olani Community College Schedule for Renewal of Contract During the Contract Period

The following dates for submitting the contract renewal application and supporting evidence have been set to comply with Article XI of the UH-UHPA Agreement. It is the responsibility of the Department Chair (DC) to convene the Department Personnel Committee (DPC) and to follow through on the deadlines. The DPC is responsible for doing an assessment, making recommendations and transmitting the application to the DC, who will make her/his assessment and recommendations. The DC discusses the assessments and recommendations with the faculty member concerned before forwarding.

The Administration, if it deems necessary and appropriate, may initiate the contract renewal process prior to dates below to comply with the January 15 deadline for the termination of an initial two-year appointment and a one-year termination notice for second two-year appointments.¹

¹ If the applicant has not received a notification of termination by the dates given above, the contract must be renewed for the following year.



² All faculty includes probationary as well as non-probationary "C" faculty.

³ If the dates in the schedule fall on a holiday or weekend, the date due shall be the first work day after dates listed