

**Contract Renewal Checklist** (11/01)

- |                          |                              |
|--------------------------|------------------------------|
| <input type="checkbox"/> | A: Renewable Appointment     |
| <input type="checkbox"/> | B: Non-Renewable 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"/>	<b>Form:</b> Have you signed and dated the Contract Renewal form in all appropriate places?
<input type="checkbox"/>	<b>1. Area of Primary Responsibility</b> A. Accomplishments B. Evaluation C. Review of Last Year D. Goals & Objectives
<input type="checkbox"/>	<b>2. Areas Outside Of Primary Responsibility</b> A. Institutional Service B. Professional Development C. Professional Activities D. Community Service E. Review of Last Year F. Goals and Objectives
<input type="checkbox"/>	<b>Required Appendices</b> 1. Student Evaluations
<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"/>	<b>Checklist:</b> 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.

**Kapi'olani Community College  
GUIDELINES FOR CONTRACT RENEWAL DOSSIERS**

**FOR FACULTY WITH  
RENEWABLE OR NON-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.

**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 Tenure Guidelines.

**Procedure**

Faculty contracts normally run from August 1 to July 31. If you are on a tenure-leading appointment, you will be evaluated each year for possible renewal of contract until you are tenured. If you are on a non-tenurial renewable appointment, you will be evaluated each year for possible renewal of contract. If you are on a non-renewable appointment, the results of this evaluation will become part of your personnel records and will be used as part of the review for any future appointments at the College. Whatever your appointment, your responsibility in this evaluation process is to collect the necessary evaluation information and submit the materials as outlined below to your Department Chair.

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

## **PREFACE TO CONTRACT RENEWAL**

The purpose of your contract renewal application is to document your performance and growth in your area of primary responsibility (instruction, counseling or academic support) and in your other areas of professional responsibility for the previous two semesters. This documentation should be framed in terms of your contributions to the mission, goals, and emphases of the college in general and your division and department in particular. Thus, before writing your application for contract renewal, you should be familiar with the most current version of the following documents:

1. Kapi'olani Community College's Strategic Plan and Academic Development Plan (available at <http://leahi.kcc.hawaii.edu/~kcca/CollegePlans/CollegePlans.html>)
2. The mission and goals of your division and/or your department and discipline (available from your department chair)
3. The college's cross-curricular emphases and, if you are a faculty member in Arts & Sciences, the general education skills (information on both available in the most recent version of the catalog)

The outline below should guide you in writing your contract renewal dossier. **Your dossier should not exceed six single-spaced pages**, including tables but not including Appendices. Reviewers reserve the right to stop reading the dossier after six pages.

## **OUTLINE FOR CONTRACT RENEWAL APPLICATION (Draft 11/21/01)**

### **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 what you accomplish meet the needs of the students and the mission and goals of the College and your department? Your discussion should show an awareness of:

- the College's Academic Development Plan;
- the College's emphases (KITE, KAPE, Service Learning, WAC, Critical Thinking);
- the general education skills standards if you are an Arts & Sciences faculty member;
- student needs based on such demographic factors as age, gender, ethnicity, socio-economic background, geographical origins, educational and career goals, etc.

Your discussion may include new courses designed and/or taught; and course modifications, such as new assignments, readings, texts, tests, and instructional and assessment strategies. Also, note any awards you received for your teaching activities.

##### **FOR ACADEMIC SUPPORT FACULTY (COUNSELORS)**

What is your philosophy of or approach to counseling (**one-half page, maximum**)? What were you trying to accomplish in the activities you conducted and strategies for student support that you implemented? How well did you accomplish what you were trying to do? How did what you accomplish meet the needs of the students and the mission and goals of the College and your department? Your discussion should show an awareness of:

- the College's Academic Development Plan;
- the College's emphases (KITE, KAPE, Service Learning, WAC, Critical Thinking);
- the general education skills standards if you are an Arts & Sciences counselor;
- student needs based on such demographic factors as age, gender, ethnicity, socio-economic background, geographical origins, educational and career goals, etc.

Your discussion may include new activities or courses designed and/or taught and any assessment strategies developed. Also, note any awards you received for your counseling activities.

## FOR ACADEMIC SUPPORT FACULTY (RESOURCE PROFESSIONALS)

What is your philosophy of or approach to academic support (**one-half page, maximum**)? What were you trying to accomplish in the activities you conducted and strategies for academic support that you implemented? How well did you accomplish what you were trying to do? How did what you accomplish meet the needs of the students and faculty and the mission and goals of the College and your unit? Your discussion should show an awareness of:

- the College's Academic Development Plan;
- the College's emphases (KITE, KAPE, Service Learning, WAC, Critical Thinking);
- student needs based on such demographic factors as age, gender, ethnicity, socio-economic background, geographical origins, educational and career goals, etc.

Your discussion may include new activities or courses designed and/or taught and any assessment strategies developed. Also, note any awards you received for your professional activities.

## **B. 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 2000			Spring 2001		Overall Means
	ENG 22 (1521)	ENG 22 (1892)	ENG 22 (1673)	ENG 22 (1454)	ENG 22 (1234)	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 any patterns of response that you observe: factors that are consistently the highest or the lowest in all sections, factors that have changed dramatically from one semester to the next ( $\pm 0.5$ ), factors that have changed dramatically from the previous year ( $\pm 0.5$ ). What changes in your course or your approach to teaching or grading might account for these patterns or these changes? What will you do next year to address the students' responses? In section D. Goals and Objectives Related to Primary Responsibilities below, include the specific

steps you plan to take 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 dramatically from one semester to the next, factors that have changed dramatically from the previous year. What changes in your services or your approach to delivering those services might account for these patterns or these changes? What will you do next year to address the responses? In section D. Goals and Objectives Related to Primary Responsibilities below, include the specific steps you plan to take to enhance or improve your performance on any of the factors discussed here.

### **C. REVIEW OF LAST YEAR'S GOALS AND OBJECTIVES AND RECOMMENDATIONS BY PEER EVALUATORS, DPC, DC, AND DEAN**

List and briefly describe your goals and objectives related to maintaining, enhancing, or improving your performance as an instructional or academic support faculty member over the next two semesters, in response to the following: (1) self-assessment of your primary responsibilities based on observations, student performance/services delivered, and informal assessment data; (2) peer evaluations; and (3) student/service user evaluations.

### **D. GOALS AND OBJECTIVES RELATED TO PRIMARY RESPONSIBILITIES**

If you achieved all your goals and objectives and responded to all of last year's recommendations by Peer Evaluators, DPC, DC, and Dean for your primary responsibilities and have addressed these recommendations in the reports provided in Sections 1A-B, please state so here.

If your accomplishments do not include responses to all the recommendations for your primary responsibilities from last year's assessments or peer evaluations, or you have not accomplished all the goals and objectives you set for yourself in your area of primary responsibility last year, explain why responding to the recommendations and/or accomplishing the goals or objectives was not possible or necessary.

## OUTLINE FOR CONTRACT RENEWAL APPLICATION

### II. ACCOMPLISHMENTS IN AREAS OUTSIDE OF PRIMARY RESPONSIBILITY

**NOTE: 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. Also, note any awards you received for your non-teaching activities.**

#### **A. INSTITUTIONAL SERVICE**

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

List and briefly describe your Institutional Service, which may include, but is not limited to, the activities noted below. You **must** report on your activities in the first three areas:

- Participating constructively in department and discipline meetings and projects (**minimum requirement for this area**)
- Evaluating peers, as assigned by department chair (**minimum requirement for this area**)
- 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.
- 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 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

Rating Scale: Needs Improvement/ Satisfactory / Outstanding (Peer evaluators, DPC, and DC will rate applicants on this scale, taking into account the number of years the candidate has been at the college. The evaluators will provide a brief explanation of why the rating was given and recommendations on what actions, if any, should be taken to improve or enhance the candidate's work. If the rating is outstanding, the recommendation would be to continue the outstanding work; if proficient or unsatisfactory, the recommendation should include ways to improve or enhance the candidate's performance.)

## **B. PROFESSIONAL DEVELOPMENT**

Professional Development refers to activities aimed at increasing your knowledge of and remaining current in your discipline(s) as well as acquiring new strategies, techniques and skills to enhance student learning and to improve instruction 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 (**minimum requirement for this area**)
- Attending workshops, seminars, conferences, and institutes in your discipline or on ways to improve your teaching or your academic support service (**minimum requirement for this area**)
- 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

Rating Scale: Needs Improvement/ Satisfactory / Outstanding

## **C. 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 are related to 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 creative writing.
- Conducting institutional and/or pedagogical research
- Developing new instructional or academic support methods, procedures or techniques
- Providing paid service or expertise to government agencies, individuals or community groups or organizations, or the general public.
- Mentoring new or junior faculty.

Rating Scale: Needs Improvement/ Satisfactory / Outstanding

#### **D. COMMUNITY SERVICE**

Community service refers to uncompensated service related to your professional status. This service can occur outside the College or at the campus when the activities are open to the community. These activities should highlight your status as a professional.

List and briefly describe your Community 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 in lower or adult education

Rating Scale: Needs Improvement/ Satisfactory / Outstanding

#### **E. REVIEW OF LAST YEAR'S GOALS AND OBJECTIVES AND RECOMMENDATIONS BY PEER EVALUATORS, DPC, DC, AND DEAN**

If you achieved all the goals and objectives and responded to all of last year's recommendations by Peer Evaluators, DPC, DC, and Dean with respect to activities in your non-primary areas of responsibility through the activities listed in sections II. A-D, please state so here.

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

#### **F. YOUR NON-TEACHING GOALS AND OBJECTIVES FOR NEXT YEAR**

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, a copy of the computerized printout results for each class the preceding two semesters (spring and fall) must be submitted. Do **not** include copies or originals of individual student evaluation forms. 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 written comments from student evaluations should be included. (If comments are included, they should be typed.).

Information on how to interpret the student evaluation results can be found at the ISO website (<http://leahi.kcc.hawaii.edu/~iso/eval.html>).

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

**If you are a new fall appointee, include only the fall evaluations. If you are a new spring appointee, you will not yet have any student evaluations.**

- 2. PEER EVALUATIONS.** One peer evaluation for each of the two most recent semesters (spring and fall) only. 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 the previous year, you must, in this year's renewal dossier, include copies of the previous year's 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.

**For Faculty Hired in the Spring Semester:** When the time comes to submit contract renewal dossiers, you will have had only a few weeks' worth of teaching experience at the College. Nevertheless, you are required to submit a contract renewal dossier. By the time you submit your dossier, you may have had a peer evaluation, in which case you should include it in the dossier. You will not have completed any formal student evaluations and so cannot respond to them, although you may include informal evaluations if you have conducted them. You are nevertheless required to complete an abbreviated contract renewal dossier. The submission deadlines for Spring new hires may be different from those listed here. You should check with your Department Chair to confirm the dates.

**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 Provost, and you will be notified within the time frame specified by the Collective Bargaining Agreement.

**FACULTY IN NON-TENURE-TRACK POSITIONS:**

In a memo dated November 14, 1993, Provost John Morton implemented the following policies with respect to contract renewals for faculty in non-tenure-track appointments:

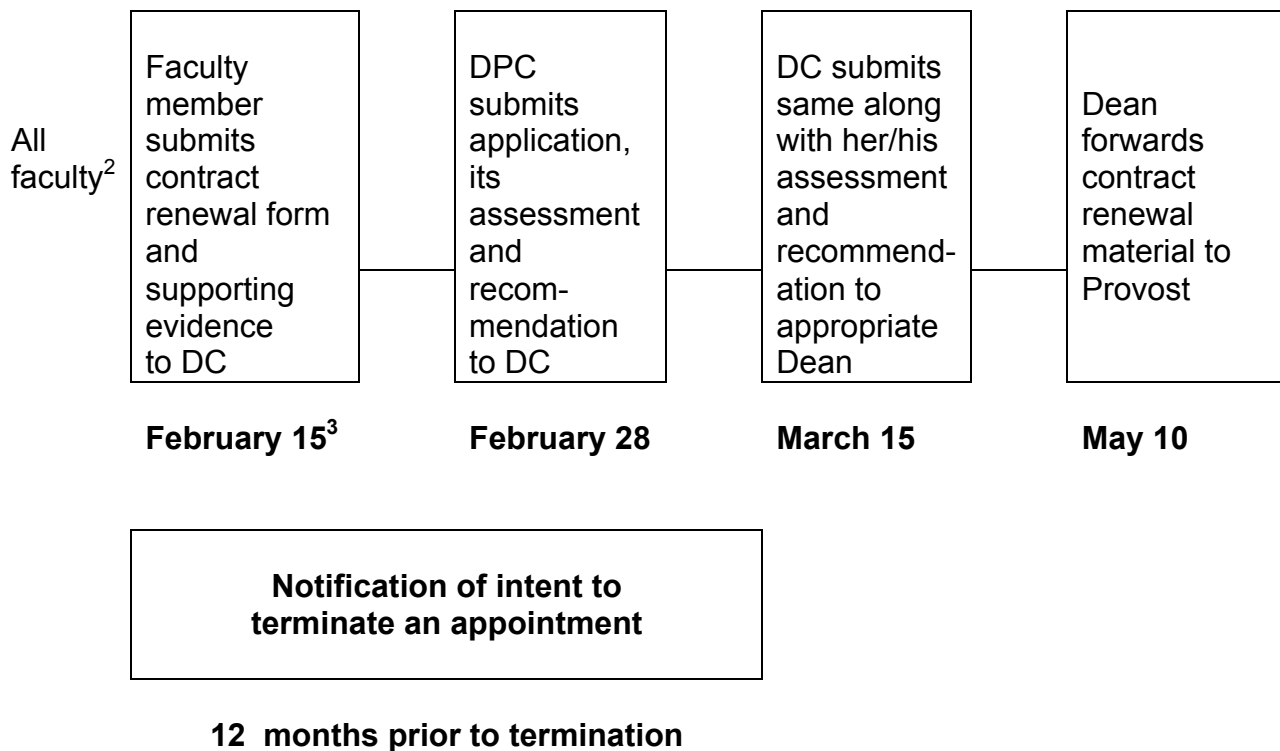
*With the approval of the department chair, any faculty member in a non-tenure track appointment who has successfully been promoted at least once does not have to complete an annual contract renewal application. **These individuals need only submit the required signature pages of the contract renewal application.***

*If the faculty member has not been promoted within the past five years nor has submitted a full contract renewal application within the past five years, the department chair shall require a full contract renewal application if he or she believes that the performance of the faculty member may be below the expectations for faculty as established by the community college faculty classification plan.*

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

The following dates for submitting contract renewal application and supporting evidence have been set to comply with Article X 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 February 1 terminate deadline for initial year appointment and a December 15 terminate date for second year appointments.<sup>1</sup>



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

<sup>2</sup> All faculty includes probationary as well as non-probationary "C" faculty.

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