

## Contract Renewal Checklist (rev. 2024)

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Select one:     Probationary Appointment                       Non-Probationary Appointment

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***Directions for Applicant Submitting Contract Renewal Application:*** Before submitting your contract renewal application to the Department Chair or program administrator, as appropriate, carefully check the following list to ensure that your application is complete. Please also read the detailed instructions in the attached guidelines.

- Narrative:** Have you read the attached detailed suggested guidelines, and have you created a narrative that adequately represents your work at Kapi'olani Community College in all of the following areas?
  1. Primary duties, including a professional philosophy and duties and activities assigned in place of primary duties [eg. non-instructional teaching equivalencies (TEs), reassignment], if any
  2. Professional/self-development activities
  3. College/university, community service activities
  4. Leadership abilities (expectations for leadership activities will be lower for the first contract renewal application and will increase gradually for subsequent contract renewal applications; please see list of leadership activities on page 6)
  5. Goals/objectives for the coming contract period
  
- Required Appendixes:** Have you included all of the following as appendixes to your narrative?
  1. Forms for Contract Renewal (may not be applicable for electronically-submitted contract renewals.)
  2. Responses to reviewer comments and suggestions from previous contract renewal evaluation **and** a copy of each of those reviews. Reviewing bodies may include:
    - o Department Personnel Committee (DPC) or Combined Personnel Committee (CPC)
    - o Department Chair (DC) or Unit Head
    - o Dean or Program Administrator
    - o Chancellor
  3. Progress report or evaluation of goals/objectives you set in your previous evaluation **and** a copy of those goals/objectives
  4. Student evaluation summary reports, or equivalent client/customer evaluations for non-instructional faculty
  5. Peer evaluations
  
- Additional Appendixes (optional):** Have you included other supporting materials, pertinent to your narrative, if you wish to do so?

# Instructions for Contract Renewal Applications for Faculty with Renewable Appointments (rev. 2024)

## What is a renewable appointment?

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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?

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A non-renewable appointment refers to a faculty member with a fixed period, non-renewable appointment (e.g. replacing someone on leave or in an extramural grant appointment). Faculty in non-renewable appointments may be asked to complete an evaluation dossier at the end of their appointment period.

## Related Policies

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1. Contract renewal is governed by the following articles of the 2017-2021 Collective Bargaining Agreement (related Article numbers may change in subsequent Bargaining Agreements):
  - Article X - Tenure, Promotion, and Contract Renewal
  - Article XIII - Faculty Appointments Not Eligible for Tenure
  - Article XIV - Promotion
2. The [Kapi'olani Community College Strategic Plan](#) is a comprehensive plan for the campus's immediate future.

## Procedure for Probationary Faculty

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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 apply 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.

## Procedure for Non-probationary Faculty

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The initial evaluation of a non-probationary faculty member 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, they must submit completed contract renewal forms annually. In addition, they are subject to the five-year review process ([UHCCP 9.203](#)) and departmental guidelines, unless a more frequent evaluation is requested by the College.

## **Faculty Responsibility in Writing and Assembling the Contract Renewal Application**

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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 immediate supervisor (usually Department Chair or Unit Head) by the submittal deadline. Failure to submit the required contract renewal information in a timely manner will result in the denial of contract renewal.

## **Forms**

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The **contract renewal form** will be distributed to the faculty member's immediate supervisor (usually Department Chair or Unit Head), who will discuss the form and requirements for contract renewal with them and will distribute a copy of the most recent version of the campus guidelines.

## **Contract Renewal Guidelines and Suggested Document Length**

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The attached guidelines are suggested. There is no maximum or minimum number of pages for the document, but it is suggested that the document narrative be approximately 6-10 pages per academic year discussed.

## Contract Renewal Guidelines (rev. 2024)

### Purpose

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The purpose of this document is threefold. It is the principal document upon which the faculty member's colleagues (on the DPC or CPC), Department Chair, and Dean will base their decision about whether or not to recommend their contract's renewal to the Chancellor, and it is the principal document upon which the Chancellor will base his/her decision about whether or not to renew their contract. In addition, writing and assembling this document should help the faculty gather information and evidence, and allow space for meaningful self-reflection that will be useful for the writing of their first tenure and/or promotion dossier. Finally, the writing of the Contract Renewal Application requires significant self-assessment **and careful consideration of the results of the faculty member's efforts**, which are essential factors in professional self-improvement and an opportunity for recognition and celebration.

### Guidelines

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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 they fully meet the expectations of the rank and criteria at which they are currently serving** (normally C2). Please see [Additional Information: Faculty Classification Ranks](#) section for more information. The faculty member must include a clear rationale for their selection of activities and a substantive interpretation of the results.

### Outline of Basic Requirements

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#### A) Narrative

The narrative is an opportunity to present the faculty member's work and growth, including a reflection on their successes, mistakes, lessons learned, and plans for continuous improvement. Faculty should include a discussion of the impact of each of the activities (for example, impacts on their professional practice, their students/constituents, the campus community, etc.). The information to be provided in the narrative would normally include descriptions of:

1. **Primary duties, including duties and activities assigned in place of primary duties (e.g. non-instructional TEs, reassignment), if any.** This includes, but is not necessarily limited to:
  - a. A philosophy or approach to their primary duties (teaching, counseling, advising, etc.) linked clearly to the school's strategic plan and/or to their department's CPR (Comprehensive Program Review). Refer to the [Guidelines for](#)

[Tenure and Promotion, Faculty Classification Plan section B](#) for definitions of primary responsibilities.

- b. A thorough assessment of their students'/constituents' needs.
- c. A discussion of their strategies for promoting students'/constituents' success.
- d. A brief discussion of significant instructional/counseling/advising/other materials or revisions the faculty has developed.
- e. A self-assessment of the faculty's primary responsibilities (teaching/counseling/academic support/other). This section may include a description/discussion of the following for each semester since the last evaluation or since the initial appointment if this is the faculty member's first evaluation:
  - i. Student/constituent evaluations (e.g. Course Evaluation System-CES, Student Assessment of Learning Gains-SALG, Classroom Assessment Techniques-CATs, Counseling Evaluations, other assessments).
  - ii. Student/constituent responses to their approach (e.g. increased performance, increased engagement, etc.).
  - iii. Peer evaluations of primary responsibilities.
- f. Evidence of the above, including a demonstration of how the faculty values and employs the assessment cycle.
- g. 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 the faculty member is not solely responsible for the attainment of student learning outcomes by all students). The faculty member may choose to use the following questions, which were developed and approved by the Kapi'olani CC Faculty Senate (Resolution 05052014-9), as guidelines for presenting evidence of their involvement with assessment and improvement of student learning:
  - i. What is the faculty member's role in producing student learning outcomes?
  - ii. What deep thinking has the faculty as an individual and with their colleagues, engaged in about how well students are learning? What measures has the faculty, again individually and collectively, created or selected to measure that learning?
  - iii. What discussions has the faculty had about how to improve learning? What plans have they made?
  - iv. What changes has the faculty made in their methodologies to improve learning?
  - v. If the faculty member teaches, what changes in their course content or sequencing have resulted from analysis of how well students are mastering course content?
  - vi. How has the faculty engaged in professional development toward the development and assessment of student learning outcomes?

2. **Professional/self-development activities.** This includes, but is not necessarily limited to, a discussion of the professional development activities undertaken during this evaluation period that have *most* impacted or will potentially significantly impact the faculty member's thinking or their teaching/counseling/advising/other, especially as they relate to student success.
  - a. Less in-depth discussions of other professional development activities may also be included.
  - b. Non-traditional activities may also be included, such as health and wellness, international travel or online networking; discuss how these activities have enhanced personal or professional development.
  
3. **College/community service activities.** This includes, but is not necessarily limited to, a discussion of contributions the faculty has made while participating in committee/college/community service (community service should be appropriate to their profession and/or discipline).
  - a. Less in-depth discussions of other community service (that which is less clearly related to their profession and/or discipline) may also be included.
  - b. A discussion of other civic engagement activities (e.g. participation in sustainability initiatives or independent sustainability efforts that directly benefit the campus, system, and/or community) may also be included.
  
4. **Leadership.** Although not required in an initial contract renewal, a discussion of leadership philosophy and activities may be included with the understanding that faculty will be required to demonstrate leadership as they approach tenure and promotion. This discussion may include, but is not limited to, **some** of the following possible leadership activities (the list below is not intended to be exhaustive nor is it intended as a list of required activities):
  - a. An overarching philosophy or approach to the faculty's leadership activities.
  - b. Expertise in current discipline content and methodologies.
  - c. Understanding of the relationship of the discipline to the students' total instructional program.
  - d. The development of student-needs-assessment strategies at the course, discipline, program, or institutional level.
  - e. Contributions to development activities at the discipline and campus levels.
  - f. Leadership in discipline, department, or college activities.
  - g. Leadership in campus committees or task groups.
  - h. Leading professional development activities or contributing as a presenter or panelist to professional development activities.
  - i. Leading the way—being the first or among the first on the campus to implement a specific innovation, project, program, curriculum, etc.
  - j. Sharing their work in formal or semi-formal settings on campus.
  - k. Informal leadership—initiating positive change on campus.
  - l. Mentoring or serving as a resource to other faculty members.

5. **Goals/objectives for the coming contract period.** The faculty member's statement should clearly communicate why they are undertaking the task and/or what they hope to accomplish, especially as it relates to student success. To help the faculty stay focused on the goals, it is recommended that they include benchmark dates or completion dates. Some goals/objectives may take a significant amount of time to accomplish, so faculty should specify what part of the goals/objectives are planned for completion in the coming contract period. Be realistic. Among the goals/objectives the faculty may want to include, but are not limited to, are the following:
  - a. New courses they would like to teach or other professional assignments they would like to undertake as part of your primary duties.
  - b. Professional development endeavors.
  - c. Specific modifications they would like to make in their courses or teaching techniques, or other major function of their job that will make them more effective than they currently are.
  - d. New instructional/counseling/advising/other materials, revisions, or other projects they plan to develop, or other professional goals they set relative to their primary assignment.
  - e. Committee, college, and/or community service they plan to engage in.

#### **B) Supporting Materials (*Required*)**

The following supporting materials are to be organized in separate appendixes.

1. **Forms for Contract Renewal** (may not be applicable for electronically-submitted contract renewals.)
2. **Responses to reviewer (DPC, DC, Dean, Chancellor) comments and suggestions from previous year's contract renewal evaluation AND a copy of each of those reviews.** List all reviewer comments/suggestions/recommendations made in response to the previous contract renewal (if any). Respond to each comment/suggestion/recommendation, either stating that the faculty has met the recommendation as evidenced in their narrative or discussing why responding to the comment/suggestion/recommendation was not possible or necessary.
3. **Progress report or evaluation of goals/objectives set in your previous evaluation AND a copy of those goals/objectives.** List the goals and objectives the faculty has set for themselves in the previous contract renewal application (if any). Respond to each goal and objective, either stating that they have met the goal as evidenced in the narrative or discussing why meeting the goal was not possible or necessary.
4. **Student/Constituent evaluation summary reports.** Submit a copy of a summary of the results of whichever student/constituent evaluation tool(s) they are employing for each semester since the last contract renewal evaluation or since their initial hire.

5. **Peer evaluations.** The following peer evaluations should be included for each year since the last contract renewal or since the initial hire:
  - a. **Instructional faculty:** Four teaching peer evaluations
  - b. **Counseling faculty:** Four peer evaluations of primary duties
  - c. **Academic support faculty:** Four peer evaluations of primary duties

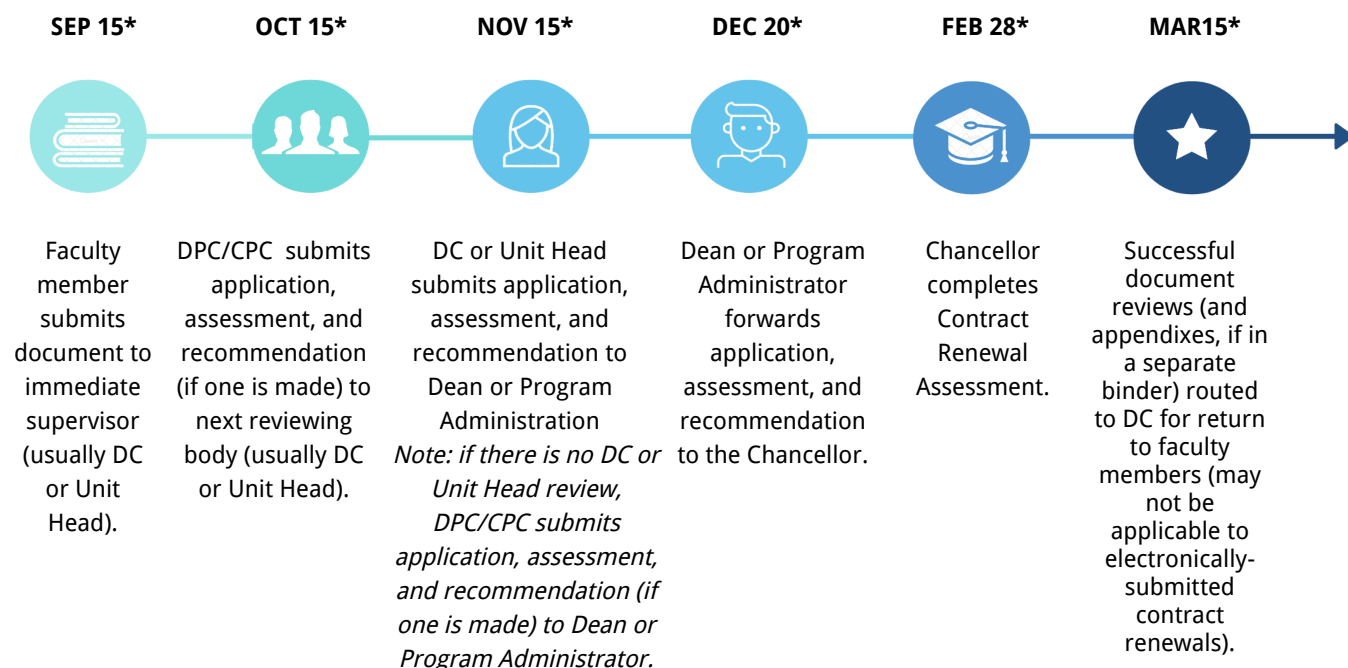
### C) Additional Supporting Materials (*Optional*)

Additional supporting materials, if submitted, are to be organized in separate appendixes. 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.

### Submitting the Document

Please submit the completed document to the faculty's immediate supervisor (usually the DC or Unit Head) on the date indicated in the timeline below. After it has been reviewed by the DPC (or CPC) and the Department Chair, Unit Head (or, in some cases, the Program Administrator), the immediate supervisor will meet with the faculty member to discuss the reviews for contract renewal prior to submitting the document to the next level of review by December 20 (per UHPA 2017-2021 contract, [Article XIII E2 - Tenure and Service](#)). The faculty should receive copies of the DPC's (or CPC's) and immediate supervisor's reviews at this time. The faculty also has the option of meeting with the DPC (or CPC) Chair to request clarification about the DPC (or CPC) review (but not to rebut the review).

#### Review Timetable:



\* If dates stated above fall on a holiday or weekend, action is due on the following workday.



## **Additional Information: Faculty Classification Ranks**

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These rank performance expectations are taken from the [Tenure/Promotion dossier guidelines](#). The faculty member's Contract Renewal Application must demonstrate that they are meeting the following expectations at the appropriate rank. Normally, faculty applying for contract renewal are expected to be meeting Instructor (C2) expectations. Occasionally, faculty members are hired into their probationary period at a rank other than C2. In this case, applicants must demonstrate their proficiency at whatever rank they were hired into.

In promotion dossiers, faculty must prove that they are already performing at the level to which they are applying.

### **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)

### **Assistant Professor, Community Colleges (C3)**

Faculty members at Rank 3 effectively maintain a professional level of performance and productivity in the area of primary responsibilities. They maintain their expertise in current discipline content and methodologies, and in the understanding of student educational needs. They develop an understanding of the relationship of their discipline to the students' total instructional program and they contribute to the development activities at the discipline and campus level. They work independently and with colleagues to develop, revise and select curriculum materials, instructional techniques, and student-needs-assessment strategies at the course or discipline level. They also provide service to the college and community outside of the area of primary responsibilities and leadership in discipline, department, or college activities. They sustain involvement in professional and self-development activities. At this

rank, faculty members begin to serve as Division Personnel Committee members, provide leadership in campus committees or task groups and serve as mentors or resources to other faculty.

A minimum of five years of service as Instructor (C2) is required for promotion to Assistant Professor, Community Colleges. Therefore, application for promotion to Assistant Professor, Community Colleges, may be made after completing four years of service as Instructor. Waiver of time-in-rank requirements may be approved in accordance with the *Community College Tenure and Promotion Guidelines*. (July 17, 1992; am: Nov. 15, 2007).

#### **Associate Professor, Community Colleges (C4)**

Faculty at Rank 4 perform consistently at a highly effective professional and productive level in the area of primary responsibilities. They maintain their expertise in current discipline content and methodologies, and in the understanding of student needs. They provide individual leadership to colleagues in their discipline area, college, or university. In addition, they work with colleagues in other disciplines to facilitate student learning. They initiate, coordinate, and participate in discipline-related projects at the campus or system level to include significant program or curricular modification. It is expected that they will provide significant service to the college and community outside of the area of primary responsibilities and that they will sustain involvement in professional and self-development activities. Faculty at this rank are expected to accept appointments to serve as Division or Department Chairpersons. Other examples of leadership may include involvement in program review and other assessment and planning activities for the campus.

A minimum of four years of service as Assistant Professor, Community Colleges (C3) is required for promotion to Associate Professor, Community Colleges. Therefore, application for promotion to Associate Professor, Community Colleges, may be made after completing three (3) years of service as an Assistant Professor, Community Colleges. Waiver of time-in-rank requirement may be approved in accordance with the *Community College Tenure and Promotion Guidelines*. (July 17, 1992; am: Nov. 15, 2007)

#### **Professor, Community Colleges (C5)**

Faculty at Rank 5 sustain excellence in the area of primary responsibilities and demonstrate versatility and depth in the mastery of strategies which effectively meet student needs at the course, or discipline or program level. They sustain leadership and service to the discipline, college, or university demonstrate expertise; and serve as resources to other faculty, businesses, and the community. At this rank, they serve as mentors to junior faculty. Sustained involvement in professional and self-development activities at an appropriately high level is expected. Faculty at this rank are expected to accept appointments to serve as Division or Department Chairpersons. Other examples of leadership may include leading program review, serving on institutional assessment and planning groups on the campus and system levels.

A minimum of four years of service as Associate Professor, Community Colleges (C4) is required for promotion to Professor, Community Colleges. Therefore, application for promotion to Professor, Community Colleges, may be made after completing three (3) years of service as an Associate Professor, Community Colleges. Waiver of time-in-rank requirement may be approved in accordance with the *Community College Tenure and Promotion Guidelines*. (July 17, 1992; am: Nov. 15, 2007)