

Dear Department Chairs, Unit Heads, and C4ward conveners,

I have had the pleasure of reading 36 contract renewal dossiers and 27 tenure/promotion dossiers this review cycle. As was the case last year, my first as Interim Chancellor, I was totally blown away by the excellence of the faculty—in all their various areas of endeavor. It's so clear that our faculty are dedicated professionals, focused on student achievement in whatever is their area of educational practice.

This year, many faculty made specific references to how their practice aligned with course/program learning outcomes (*Nicole Marcos, Nursing, contract renewal*), college planning documents and the college values. Some used alternative means of reporting on student learning (*MacKenzie Manning, Math/Science, promotion*). Several faculty did an outstanding job of organizing and formatting (*Mae Dorado, Health Sciences, promotion* and *Flo Abara, BLT, promotion*).

The review has also given me pause. We need to do a better job of supporting the faculty in the preparation of these important professional documents. Many of these are repeated from last year.

1. Errors abound. Grammatical errors, typographical errors, errors of reference between narrative and appendix.
2. Reporting on participation in learning outcomes assessment has improved somewhat. *Katie Inamine (Nursing, contract renewal)* can serve as an example of how to discuss participation on outcomes assessment. Please remind faculty in your areas of the guiding questions that the Faculty Senate has developed. These are included below.
3. Faculty continue to have challenges distinguishing between professional development, professional activities and public service. *Amy Cook (MKC, tenure/promotion)* did a great job of reporting the outcomes of her professional activities. Perhaps a mentor within the department/unit can be of assistance. Faculty also appear to have difficulties in explaining their philosophy of teaching/counseling/support. Often, the philosophy is more their goals. Faculty should be encouraged to attend the workshop provided by Susan Inouye on how to craft a philosophy statement. Philosophy of teaching statements by *Roseline Domaloan (Nursing, contract renewal)*, *Donovan Preza (Arts & Humanities, contract renewal)*, *Tiffany Kawaguchi (Health Sciences, tenure/promotion)*, *Jaclyn Lindo (Economics, contract renewal)* and *Lisa Yrizarry (MKC, promotion)* were exemplary.
4. Some departments are jeopardizing their faculty's chances at tenure/promotion by not scheduling peer evaluations. Instructional faculty should have two evaluations of the primary responsibilities and one evaluation of their non-primary responsibilities each year of their probation. Counselors and academic support faculty should have one evaluation of the primary responsibilities and one evaluation of their non-primary responsibilities each year of their probation.

TPRCs will want to see this evidence and if the faculty member cannot produce it, questions may arise.

5. Remind your faculty not to refer to individuals by name. Rather, individuals should be referred to by their titles.
6. We need to help faculty reduce the length of the documents without sacrificing their ability to demonstrate their meeting the expectations of their rank.

If faculty are looking for models of clarity and quality writing, they can consult the following faculty:

CONTRACT RENEWAL

- Karla Cepeda, Nursing
- Joy Oehlers, Library
- Amy Shiroma, HOST

TENURE/PROMOTION

- Aaron Hānai, Math/Science
- Grant Itomitsu, Culinary Arts
- Amy Patz Yamashiro, Math/Science
- John Santamaria, Culinary Arts
- Kawehi Sellers, HOST
- Tony Silva, LLL
- Annie Thomas, Library

TO: Chancellor Leon Richards

From: Faculty Senate Chair Susan Dik

Date: May 6, 20124

RE: Resolutions 05052014-9: Guidelines for the Use of Learning Outcomes Assessment in Faculty Evaluation

On May 5, 2014, following a motion, a second, and an open dialogue among the Senators, the Faculty Senate officially passed a resolution to recommend the following guidelines to be used in the use of learning outcomes assessment in faculty evaluation:

Guidelines for the Use of Learning Outcomes Assessment in Faculty Evaluation

“The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of the effectiveness of producing that learning. Those employees use the results of the assessment of learning outcomes to improve teaching and learning.” (ACCJC Revisions to Accreditation Standards Approved for First Reading January 2014, Standard III.A.6)

The following questions are guidelines for presenting evidence of involvement with assessment and improvement of student learning as a component in faculty self-evaluation documents such as Contract Renewal, Tenure & Promotion, Lecturer Assessment, and Post-Tenure Review. The questions are adapted from the section addressing Standard III.A.1.c in the ACCJC Guide to Evaluating Institutions, July 2013.

The University of Hawaii Community College Faculty Classification Plan distinguishes three classes of faculty: instructional, counseling and academic support. In responding to the following questions, faculty members should discuss their work from within the framework of their classification.

Where appropriate, faculty members are encouraged to provide quantitative or qualitative assessment data to support their narrative. Aggregated data may be presented where common assessment methods are utilized.

1. What is your role in producing student learning outcomes?
2. 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?
3. What discussions have you had about how to improve learning? What plans have you made?

4. What changes have you made in your methodologies to improve learning?
5. If you teach, what changes in your course content or sequencing have resulted from analysis of how well students are mastering course content?
6. How have you engaged in professional development toward the development and assessment of student learning outcomes?

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