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Date: Mon, Jan 16, 2017 at 1:53 PM  
Subject: Observations on Contract Renewal Documents  
To: dept chair list <[deptchair-1@lists.hawaii.edu](mailto:deptchair-1@lists.hawaii.edu)>  
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Dear Department Chairs, Unit Heads, and C4ward conveners,

I had the pleasure of reading 30 contract renewal dossiers during the break between semesters. With documents from academic departments, academic support units, and student support units, I have, for the first time, an institutional perspective on our excellence. The documents attest to the great faculty that strive to meet the needs of their students and to excel at their craft.

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.

1. Errors abound. Grammatical errors, typographical errors, errors of reference between narrative and appendix. Please encourage the applicants to have someone else proofread their document.
2. Participation in learning outcomes assessment is rarely mentioned. Please remind faculty in your areas of the guiding questions that the Faculty Senate has developed. Attached.
3. Please make sure that faculty submit documents on time. Because the contract renewal deadline is an internal deadline, we can extend it—unlike the tenure/promotion deadline. However, if faculty require an extension, they must get approval from the Chancellor prior to the date for submission.
4. Faculty appear to have challenges distinguishing between professional development, professional activities and public service. 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, their philosophy statements look more like their goals.
5. 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.

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

- Karla Cepeda, Nursing
- Aaron Hanai, Math/Sciences
- Michelle Shin, LLL
- Lisa Yrizarry, MKC
- Annie Thomas, Library

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*“Be kind, for everyone you meet is fighting a great battle.” Ian Maclaren, Scottish author and theologian. November 1850 – 6 May 1907.*





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**KAPI'OLANI**  
COMMUNITY COLLEGE  
FACULTY SENATE

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?