Results of the survey conducted on April 2009 concerning the revision submitted by Leigh Dooley (http://moosurvey.kcc.hawaii.edu/sp9/proposedCRdraft.pdf) of the faculty contract renewal procedures (http://moosurvey.kcc.hawaii.edu/sp9/2003_Faculty_Contract_Renewal_Guidelines.pdf). The data was tabulated by Hervé Collin, April 23rd from an Online survey (http://moosurvey.kcc.hawaii.edu/sp9/), and input submitted by faculty directly to Leigh Dooley, and Ann Low via email.

Survey question:
“Do you support the Committee's draft to edit the Contract Renewal procedures?”

1. Yes, I like what the Committee has recommended, and have no further suggestions.
2. Yes, I like what the Committee has recommended, and have one or more suggestions and/or comments
3. No, I don't like what the Committee has recommended, and have one or more suggestions and/or comments

The answers were as follows:

<table>
<thead>
<tr>
<th>Choice answer (1, 2, or 3)</th>
<th>Number of answers for each question</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1</td>
<td>28</td>
<td>56%</td>
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<tr>
<td>2</td>
<td>19</td>
<td>38%</td>
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<td>3</td>
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N number: 50

People who selected choice 2 also submitted the following comments:

The use of a memo is appropriate as a replacement for the a contract renewal when applying for promotion. However, I think the specific reference to one's involvement in sustainability effort is misplaced and should be excluded. Reference to one's sustainability contribution can be made in the section on contributions to campus and community.

Peer evaluation--What about continuing education instructors? They don't really teach. I am not to keen about item #6 on health and wellness to be included. I like the report for assigned time.

Great job.
CR Guidelines B.5. Reassigned time report copies, not needed since the activities are to be discussed in several places in the document.

Additional Guidance, A.1.c., Learning outcomes should be specified as Institutional, or Program level, as per the agreement between the Faculty Senate and Administration that Student Learning Outcomes will not be part of faculty evaluation. Or it could be stated as course level learning outcomes, or objectives, or competencies.

A12. Reassigned Time Completion Reports should be included for a clear understanding of what was accomplished for the reassigned time.

A17. Re: Sustainability. Is this required or optional? Recommend optional.

Health and Wellness. Recommend optional.

Thank you to the Evaluation Committee for your review and recommendations.

I strongly support the idea of combining the contract renewal and promotion applications into one document for non-probationary faculty members. However, I have strong objections to including under the Narrative Statement the new albeit optional 6th item of “health, wellness and life-balance activities.” I am surprised to learn that it has been incorporated in the strategic plan. This is a personal/private matter and has no business being included in a professional document. So long as the faculty members are performing their expected duties responsibly, their health and wellness is of no concern to the admin./employer/reviewing bodies.

I like the addition of the Health and Wellness components. I would like to see more specific language to those of us who are faculty, but not instructional. Why is instructional faculties duties always described first and in detail? In the “Additional Guidance in Preparing your Contract Renewal”, (goals and objectives) it would be nice to have some bullet points that are specific to counseling or library faculty. It might also help others understand who we are and what we do.

Thanks for all that you do!

Great job! The issue of reassigned time reports may be a bit controversial... admin will want them to be required and as faculty most of us would probably want to include them, but some may want the inclusion of these reports to be optional. Health and Spirituality are important and I like including them as a means of gradually moving toward a health and wellness culture on campus -- not sure how attending church or taking yoga will be viewed in terms of contract renewal and promotion. Still, I think it’s important to include it as an option. Certainly a healthy employee is a more effective and productive employee!

The addition of #6 is excellent addition

Much more streamlined appearance for novice writers/Great job!

Is the H&W thing something that the admin wants? If not, it could be misleading.
Only instructors and counselors are listed with peer evaluations on page 1: other non-instructional types (e.g. librarian faculty) are not mentioned. Suggest changing "counselors" to "non-instructional faculty" in the parenthetical note.

It seems ok except the titles of the sections and the contents don't match up. Probably just an issue of proofreading your work and cleaning up the details. For example, why make sure you qualify for C2 if it is just a contract renewal? Why discuss tenure in the non-tenure track document?

I was a little confused - Is the blue highlight the only change you are recommending? First statements are encouraging applicants to be creative and then all these specifics are put in. Maybe, if it is optional, more should be said about optionality... Why are supporting documents to be put in appendices? Will the appendices be returned to the candidate if they want it? I thought the forms came first before the narrative??? I think A.1.f. is too much for first years of CP apps - if used it should be optional. A.5.g. mentoring as a 2 going for a 3 seems inappropriat. Level 2 is level that should be mentored not mentoring others...

Student evaluations or equivalent client/customer evaluations for EACH semester discussed in the Contract Renewal/Promotion Dossier
For counselors, I suggest that they have an option to compile evaluations by academic year due to the longitudinal nature of their work. Overall, I fully support what the committee has proposed and hope that the changes will be made in the near future.

The use of a memo is appropriate as a replacement for the contract renewal when applying for promotion. However, I think the specific reference to one's involvement in sustainability effort is misplaced and should be excluded. Reference to one's sustainability contribution can be made in the section on contributions to campus and community.

Peer evaluation--What about continuing education instructors? They don't really teach. I am not to keen about item #6 on health and wellness to be included. I like the report for assigned time.

Great job.

While I think it is an important component of personal lifestyle, I have concerns about "Health, wellness, and life&balance activities (optional)" being added. I don't want to see folks being weighted less because they don't address this area, or perhaps being rated as inadequate. This is an area that is subject to a wide range of interpretation, and perhaps can be recommended, though not included in the list of "aspects of the job to address"
I still think the entire process can be streamlined in general, and that an e-submission should be allowable so as to allow for embedded links and web documentation. I personally believe that we should reach out to other campuses and see how they run their procedures, in speaking with my colleagues from other campuses, they always are surprised with the sheer excess that our process seems to entail.

Thank you for your excellent draft. I would just like to propose that continued discussion of ways to streamline this process be continued so that we are truly supportive of the individual faculty's growth and not have this become a stumbling block to deter the development of outstanding faculty who would rather use their precious time to be with their students.

One recommendation is that there be a simple template which can be used to:
1. Guide the narrative and content
2. Give clear graph of what the evaluation means which will be clear indicators for both the reader and writer of the document
3. Set limit on each section, X number of pages, so the total number of pages of main document becomes X number of pages, aiming for quality, rather than quantity.

Please remove the health, wellness, and life balance activities. It is inappropriate and could be considered discrimination.

Also where it says to include student evaluations, I believe this needs clarification because some depts. require that all student evals. be handed in, not just from some students.
Is it some or all???

Where is the info/guidelines on promotion from C3 to C4 and C4 to C5? I like the facts that there are NO PAGE LIMITS. 6 pages was not realistic and therefore not helpful in pulling together a CR.

Aren't these supposed to be guidelines rather than procedures?
We're always asking faculty about their teaching philosophy, but where is it in these instructions?

Reassigned time completion reports should be part of the contract renewal dossier.
I'm pleased to see the Contract Renewal Plus. It really didn't make sense to have faculty submit two different dossiers within a month of each other if they were non-tenure track going up for promotion. This is much better, more streamlined. Great job committee members!!

Peer evaluation--What about continuing education instructors? They don't really teach.
I am not to keen about item #6 on health and wellness to be included.
I like the report for assigned time.
Great job.
in response to the ????, I think that reassigned time reports are /appropriate, but should be consistent. the current form is not /useful and nobody uses it. A consistent form with guidelines of /expectations should be created. This should be a form with /brief description of outcomes, NOT a gigantic report. Some /consistent standard of reporting would be useful. //This is excellent work and I really like what the committee has /done and the clarity with which you have presented it. I like the /H&W section.

People who selected choice 3 also submitted the following comments:

Sorry! I'd rather keep them as separate documents. I'm thinking of the readers of the CR, first, and trying to take dual actions on 1 document, i.e. yes to CR but no to promotion. Also, is it clear that the person applying for promotion is not a lecturer who happens to have taught a full-load for 5 years? It probably is, but that scenario could be argued for by a lecturer. What if the applicant for CR does not complete the promotion document and it's after the deadline? There are many scenarios when people get their CR in but not a promotion document though it was with best intentions that the person said they'd apply for promotion.

It says the same thing on the contract but the new one makes it more complicated. keep it simple. there's so many other things we need to look at and concentrate on - like the status of our lecturers. thank you for this opportunity to make a comment

Assessment on Health and well being is too subjective. For Example: some people may think running a marathon is healthy, others may think it mascocistic. Some may think drinking red wine is good for your health, some may find it a sin against God.

Thank you for your work. I wasn't sure whether to put these comments under #2 above or here under #3. The CR should follow the TP requirements. In one TPRC, I learned that LCC's CR has more of an alignment to the TP doc than KCC. They requested more materials. I thought the proposed changes were supposed to streamline the document. Adding on another layer, the health and wellness piece, is unnecessary. The info can be mentioned under personal development if the faculty wishes to discuss that area. Why are the explanations being moved to the appendix? You may have explained this point somewhere.
Feedback submitted to Leigh Dooley via email:

<table>
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<tr>
<th>person A:</th>
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<tr>
<td>if the expressed purpose is to streamline the transition from CR to T/P, how will the faculty respond to being asked to report (even optionally) on health/wellness, a category of activities that is not related to T/P?</td>
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I saw the mention of sustainability as a specific area that faculty are asked to consider. **Why not broaden it to other possible civic engagement possibilities?** Seems to me there may be other social activist kinds of activities that may be equally valid. Leigh's response:  
This is good feedback--thank you. I won't be at the next eval. committee meeting 'cause I'll be on the big island. Can I pass on this feedback (anonymously, of course) to the committee?

I absolutely agree with you on the second item here, and you have a good point about health and wellness. Of course, I'm hoping that H&W starts to turn up in T/P dossiers, changing the culture grassroots style 😊  

<table>
<thead>
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<th>person A:</th>
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<td>Hi Leigh, yes, you can share. And I thought of something ... The language in the “purpose statement” could be changed to say that the purpose is to streamline the CR document so that it is better aligned with the T/P guidelines and to better align the CR guidelines with the College's strategic plan.</td>
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</table>

I thought of something else, too. I'm sad to see that the specific reference to student success is gone. Can we add that in somewhere? Student success is everywhere in the strategic plan, Title III, etc. **We should ask the applicant to discuss what s/he has done to improve student success** (could be pedagogical changes in the classroom, curricular changes, professional development activities/implementation).  
Leigh's note: I agree with this feedback.

<table>
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<th>Person B:</th>
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<td>I think the changes look great.</td>
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<th>Person C (identity can be revealed upon request):</th>
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| These are my true feelings that I would like to share. Perhaps it is not written professionally, however, it is the truth that I want to share so that we can truly make the evaluation process be a truly meaningful process for improvement of the self and the academic institution as a whole.  
It is extremely demoralizing and hurtful when we do our best and give beyond 100% and are not given the support at time of the most important promotion...true for anyone. Therefore, when I see people who are truly doing outstanding work not getting promoted because of the way they write and the way they put together their document, it is very demoralizing.  
As for me, when I received the recent negative recommendation for promotion from the DPC, even with the strong support of
the TPRC and Dean, I felt like quitting. I understand logically and yet, the hurt is emotionally draining and takes the joy and passion of teaching away....this is the truth. It is unfortunate, but the only reason I will go through this process again in the future is for the retirement paycheck. If it were not for the paycheck, I will not do another promotion document to help our school in the long run, since I can use my energy and time for better purposes.
I love my students, I love teaching, I love KCC, however, the current evaluative process has taken so much away from my students, teaching, and ultimately KCC that we must make better use of the time and energy wasted for this process.

Also I find it takes so much precious time away from our already busy schedule that we don’t have time to renew during summer when the contract renewal or tenure/promotion document is due. The worry hangs over our heads... This is detrimental once again to the true purpose of these evaluation process which is to give time for us to reflect as professionals so we may make improvements and use of this time for true self reflection. It is more a fear factor that compels me to write which is farthest from the true goals of these documents. Also it adds a competitive nature, survival of the fittest..not the best teacher or staff or administrator. This is not KCC. This is not kulia i ka nuu.

I believe that if a study is done on the teacher absence rate and also the student evaluation rating at the time nearing the submission of the contract renewal, tenure/promotion document submission period, I think that there will be proof to show the amount of work time lost and quality lost.

This is time consuming and waste of important time and energy for those submitting the documents as well as the reviewers, the committee members and ultimately our Chancellor. The amount of time and energy spent on this process is multiplied and becomes even more unrealistic and wasteful when this is taken into consideration.

Therefore, the following are some suggestions:

1. If we are to follow the procedure as developed, develop a very easy to use, clear, template which allows writers to clearly state what is addressed in each criteria.

2. Limit the number of pages or words for each of these criteria so that the overall document is a manageable size with clear narrative of what is needed.

3. Provide a template where the student evaluation numbers are put in and clear totals of cumulative average of teacher performance comes out for each class or a graph comes out that gives a clear view of overall performance. Something that is easy to use and see and comprehend for all.
4. Template for appendices so everyone’s appendices comes out organized and easy to read.

5. Template for Table of Content, vital key to good document.

* The templates will also assist those who are not self promoting or those whose native language is not English or those writing from different cultural perspectives or writing styles, a fairness to be able to provide information necessary for clear assessment, evaluation, and improvements.

* Those who prefer the non-template format may be given the option to provide own narrative with limits on numbers of pages.

Workshops and mentoring are also useful, however, ultimately the main concern is time and fairness and meeting the real purpose of the time for professional development, and ultimately improvement of our entire academic institution for our students.

Additionally the people on the reviewing committee must be carefully considered. There were two instances when I served on the TPRC and another for CPC which require attention. I am sure the committee members are carefully selected and this selection process must again be very time consuming and taxing, however, the following situations necessitates some future thought, especially for the evaluation process of those working for Honda International Center since their work is different from the regular teaching staff and other faculty and staff:

1. TPRC: there was a TPRC member who was reviewing the document who was highly negative of the person being reviewed because this person’s job was taken over by the person being reviewed. This person made the process totally negative and influenced others who had no knowledge of this. As a result, we had to meet several times more and ultimately the result was in favor of promotion, however, the negative comments were noted and submitted.

2. TPRC or CPC: (not sure which), committee members from other campus totally unaware of what Honda International Center does and one person very critical of international focus on the committee made the review process very biased against international education. Therefore I had to clarify and felt this was a very unfair committee for the person being reviewed but through explanations and much discussion, able to clarify that international education is for benefit for all not only international focus... Positive recommendation was made but took more time and negative comments noted and submitted.

Thank you for your work, time, and consideration of the ideas shared as we all work towards the best for our students.
Kulia i ka nūʻu.
Feedback submitted to Leigh Dooley via email:

Hi, my concern is in regard to the healthy/wellness option. I do not favor options, as admin will not see it this way. I do not think this can be "outcomed" satisfactorily with cut score, standards etc. While wellness may be in the strategic plan, I think this is because we do health care ed on our campus.

Would I not get my contract renewed if I was an outstanding teacher with unhealthy habits? would I be renewed if I was a not so good teacher who did yoga, meditated and ate health food?

I love the idea but I don't think it belongs in my teaching contract renewal. I would like to see the program director have a page in the renewal to discuss the candidate same as chair. I think this is a major oversight in our programs.

In short, I strongly oppose the addition of the wellness option.

Life is not measured by the breaths we take, but rather by the moments that take our breath away.

I strongly agree with the above comment¹. Although it is encouraged that faculty stay healthy, I do not think it belongs in the dossier, which has no evaluative value, nor objective way to measure.

Dear all,

I can share a bit of insight that may help you see the purpose of the Health and Wellness in the new CR guidelines.

There is so much evidence on the importance of health and wellness in the workplace (stats on health care costs, productivity, etc.), as well as the benefit to the individual of course. Many many KCC employees have expressed the opinion that they have put their personal health and wellness on the back burner because of extremely heavy job demands. (No time to walk, workout, cook healthy, etc because of long hours at work. If I am not here from 7 am to 7 pm, people notice and it reflects poorly on me, etc, etc, etc.)

So, the health and wellness piece made it into the strategic plan as a foot in the door to encourage positive attitudes by administration and faculty towards taking the time and resources needed to support those activities that foster health and wellness. (As much as we might like to think that it is the strategic plan due to teaching health education on this campus Steve, "While wellness may be in the strategic plan, I think this is because we do health care ed on our campus"), that is not the reason :). The thought behind including it in the CR guidelines was so administration, and seasoned faculty would have to recognize it for how important it is. And thus, support junior faculty as they participated in those health and wellness activities. Basically, it is the beginning on a culture shift on this campus, from being cheered and lauded for working yourself into the grave, to being cheered and lauded for putting value

¹ The name was replaced by the compiler of this document to preserve anonymity of the comment’s author.
on your well being, which in turn will/should help make you a better team member at KCC.

Every other campus in the UH system is doing major things in the health and wellness area. We are the farthest behind. So, the CR piece is a step to help turn our ship around.

I am not writing this to suggest that everyone should support health and wellness as a part of CR. I just thought you might it helpful to know the background on it, as you make your decision on whether it is appropriate or not.