University of Hawai‘i Community Colleges

GUIDELINES FOR CONTRACT RENEWAL

The contract renewal document should include the following information.

1. A statement on your teaching ability that includes:

    a. a self-assessment of your teaching ability with respect to courses you have taught, including a discussion of your effectiveness, students' responses to your approach and a self-analysis of the degree of attainment of student learning outcomes in the classes taught. It is understood that you are not solely responsible for the attainment of student learning outcomes by all students;
    b. a summary, analysis, and brief discussion of student evaluations since your last evaluation, or your initial appointment if this is your first evaluation; and
    c. a summary and brief discussion of your peer evaluations. There should be two (2) peer evaluations for each of the semesters being covered in the evaluation period.

2. A section outlining your accomplishments and activities since your last evaluation, or your initial appointment if this is your first evaluation. This section should include:

    a. a brief discussion of significant instructional materials or course revisions you have developed;
    b. a brief discussion of the professional development activities undertaken during this evaluation period that have most impacted or will potentially impact your thinking or your teaching. A list of other professional development activities may be included;
    c. a brief discussion of any contributions you have made while participating in committee/college/community service as appropriate. A list of other college/committee/community service may be included;
    d. responses to reviewer (DPC, DC, Dean, Chancellor) comments and suggestions from the previous year's contract renewal evaluation; if this is your first self-assessment, you need not include this section; and
    e. a progress report or evaluation of goals/objectives you set in your previous evaluation; if this is your first self-assessment, you need not include this section.

3. A statement of your goals/objectives for the coming contract period. Your statement should clearly communicate why you are undertaking the task and/or what you hope to accomplish. To help yourself keep focused on the goals, it is recommended that you include benchmark dates or completion dates. Some goals/objectives may take more than one year to accomplish, so be sure to specify what part of your goals/objectives are planned for completion. Be realistic. Among the goals/objectives you may want to include, but not limited to, are the following:

a. new courses you would like to teach or other professional assignments you would like to undertake as part of your primary duties;
b. professional development activities;
c. specific modifications you would like to make in your courses or teaching techniques, or other major function of your job that will make you more effective than you currently are;
d. new instructional materials, course revisions, or other projects you plan to develop, or other professional goals you set relative to your primary assignment; and
e. committee, college and community service you plan to engage in.

4. Supporting documentation need not be included, but you should have such documentation available upon request.

5. Generally, if you are at the beginning of your service in a tenure track or non-tenure track position, you should focus the discussion of your activities and achievements to reflect the criteria of the rank at which you were hired or at which your contract will be renewed. These criteria are listed in the *Community Colleges Faculty Classification Plan.* As you approach the year in which you will be eligible for tenure and/or promotion, you may wish to consider setting goals and objectives that reflect the expectations of the next rank and to engage in activities that reflect accomplishments at that level.