(GENERIC CONTRACT RENEWAL APPLICATION)

UNIVERSITY OF HAWAII
MAUI COLLEGE

CONTRACT RENEWAL

List academic year following the date of submission

Your Name, Instructor
Your Division
Date of Submission

Disclaimer: This sample generic Contract Renewal Application has been developed by senior faculty members using their best judgments. You are ultimately responsible for the format and content of your own application.
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APPENDIX

Include in your appendix the printouts of your students evaluation, your peer evaluations, a copy of one your best syllabi and other instructional materials you have developed, flyers or other documentation of your professional development activities, letters or other documentation of your committee, college and community service.

Make a separate and complete copy of your contract renewal application and appendix for your files so you will have them for reference and for materials when

September 2012
the time comes for you to prepare your next contract renewal or tenure/promotion dossier.

I. Introduction

Make this a very strong introduction, stating how your professionalism drives you to do your best everyday at work. Highlight a couple of major accomplishments, how you enjoy working at UHMC and how valuable you are to the College.

II. PRIMARY DUTIES AND RESPONSIBILITIES

Statement of your primary duties. If you are new to the College, rewriting the duties from the original position advertisement is a good place to start. This will read differently if you a teaching faculty member, academic support faculty member or counselor.

III. ADDITIONAL DUTIES AND RESPONSIBILITIES (if applicable)

You may or may not have additional duties and responsibilities. If you are receiving assigned time for a major project which you are leading, a description of your duties and responsibilities could go here.

IV. TEACHING PHILOSOPHY

This is statement about who you are and what you believe about teaching. You should refine your teaching philosophy throughout your probationary period until you are satisfied it reflects you accurately.

V. TEACHING ABILITY

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, learning outcomes, student responses to your approach, etc. Discuss both positive and negative evaluations; describe any changes you have made as a result of evaluations you have received. (Your student evaluations schedules should be arranged so that the majority of the students in a class will have an opportunity to participate in the evaluation process.)

Instructional Activities refers to teaching and teaching-related activities such as curriculum development; preparing for and conducting class meetings, including: laboratory, studio, clinical, practicum, or shop practice; developing instructional materials; preparing and grading assignments and examinations; conferring with
students about coursework; non-credit and community services instructional offerings; engaging in other teaching-related activities; academic advising and career counseling of students; recruiting students; evaluating student transcripts and life experience equivalencies; assisting students in planning their programs of study; advising student groups; serving as a mentor to individual students; other related student life and student support activities; and other "hours arranged" such as credit by examinations and independent study. Assigned time duties are part of this section. For each activity, describe what you did, what difference it made, and how it tied in with student learning outcomes.

B. a summary and brief discussion of your student evaluations for the preceding semesters; and

C. a summary and brief discussion of your peer evaluations. There should be two peer evaluations for each of the semesters being covered in the evaluation period.

VI. ACCOMPLISHMENTS AND ACTIVITIES SINCE THE LAST EVALUATION

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. brief discussion of significant instructional materials or course revisions you have developed;

B. a brief discussion of the professional development activities undertaken during the preceding semesters that have most impacted or will potentially impact your thinking or your teaching. Describe each relevant activity and tell what difference it made for you and your students. (What was the outcome?)

Professional Development refers to those activities that contribute to the continued development of the professional competency of a faculty member. It includes reading that is related to the individual's discipline and the profession, keeping current with industry standards and technologies, proposal and grant application writing, engaging in professional discussions with colleagues, participating in staff development activities, undertaking significant scholarly activities including taking credit and non-credit courses, attending conferences, conventions, seminars, professional meetings, and workshops, etc. Numerous faculty development activities are designed to provide such opportunities right here on campus.

C. a brief discussion of any contributions you have made while participating in committee/college/community service as appropriate. Describe the relevant activity
and tell what difference it made for you, your students, or the college or community. (What was the outcome?)

One category of non-instructional activities is public service. It refers to uncompensated activities which normally occur outside of the college and are related to the faculty member’s professional status. These activities include consulting, making speeches to public groups, playing a leadership role in public organizations, conducting on-campus conferences and workshops for the benefit of the community at large, writing for non-academic publications, providing expert testimony, providing expert technical assistance to federal, state, and/or county agencies, and other related activities that serve the public.

D. responses to reviewer (Division Personnel Committee, Department Chair, Vice Chancellor, Chancellor) comments and suggestions from the previous year’s contract renewal evaluation; and

It should be noted that previous contract renewal applications cannot be looked at by any of the evaluating bodies (DPC, Division Chair, Administrators) when a new one is being evaluated. However, evaluators have memories so you should be very upfront in stating the comments and suggestions from the previous year’s contract renewal evaluation and how you addressed these comments and suggestions.

E. a progress report or evaluation of goals/objectives you set in the previous year.

The same applies as in D. above. Again, because evaluators have memories, you should be very upfront in stating your goals/objectives from your last contract renewal application and how you addressed these goals/objectives. If you haven’t completed a goal/objective, state why and how you will continue to work on it.

VII. GOALS FOR NEXT ACADEMIC YEAR

A statement of your goals/objectives for the coming academic year. 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 are 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.

VIII. SUMMARY COMMENTS AND ASSESSMENTS

End as you began with a very strong statement about how you enjoy working here at UHMC and how valuable you are to the College and to the students you serve.
There is no set length of your narrative. An appropriate length is 8-15 pages. Be brief but comprehensive in your description of your past and future activities. Don’t be afraid to pat yourself on the back in your narrative. If you don’t blow your own horn, who will?

Your document should be 1.5 or double-spaced using Times New Roman or Arial 12 pt. font. Enclose document (including completed appropriate application form) in a three-ring binder for easy addition and removal of pages. Pages numbered (bottom of page, center) as directed in application form.

Include your appendix with your narrative in one binder. Do not include any original materials or letters in your appendix. Paginate your appendix, Appendix 1-1 through Appendix 1-xx, and reference the documents by appendix page number in your narrative).

Keep a file in your desk labeled “Contract Renewal.” Whenever you receive documentation of any activity applicable to contract renewal, place in this file. Also, have a blank paper in the file where you can list activities by date of those activities for which you do not have documentation. Having such a file will make it much easier to prepare your contract renewal application when the time comes.