

**HOSPITALITY AND TOURISM EDUCATION DEPARTMENT**  
**Kapi'olani Community College**  
Guidelines for Lecturer Self-Assessment  
(Submitted Spring 2014)

**Purpose**

As lecturers may be employed by more than one community college, the policy (UHCCP #9.104 Effective November 2013) sets minimum evaluation standards to ensure consistency in the lecturer evaluation process within the University of Hawai'i Community Colleges (UHCC).

**Guidelines**

- A. Lecturers must meet the same academic qualifications as faculty members.
- B. The job responsibility for lecturers is limited to teaching the class and providing for a limited amount of student contact through office hours or other communication means.
- C. The lecturer position does not include curriculum development, development of student learning outcomes, college service, or other professional duties expected of faculty members.
- D. Lecturers are expected to follow the course, program and institutional student learning outcomes and assessment methodologies as adopted by faculty members for the courses they are teaching.

**E. Submittal Requirements**

- 1. All lecturers at:
  - a. Step A shall be evaluated once each year
  - b. Step B shall be evaluated once every two years
  - c. Step C shall be evaluated once every four years

(Evaluations may be required at more frequent intervals for lecturers at Steps B and C if there are concerns with the lecturer's performance)

- 2. Minimally, the lecturer evaluation submittal must include one peer evaluation, results of student evaluations for all classes taught, and a self-analysis of:
  - a. Degree of attainment of student learning outcomes in the classes taught. It is understood that the lecturer is not solely responsible for the attainment of student learning outcomes by all students;
  - b. Instructional strategies and their effectiveness in the class;
  - c. Results of the peer and student evaluation and any planned actions as a result of the comments; and
  - d. Responses to prior evaluation recommendations, if any.

(Campuses may reduce the frequency of peer evaluations for lecturers at Step B and/or Step C.)

- 3. The lecturer shall submit to the Department/Division Chair a self-assessment, and peer and student evaluations. The Department/Division Chair will provide feedback to the lecturer, including strengths and weaknesses, and make a recommendation on hire/re-hire to the Vice Chancellor or designee. The lecturer will be notified by **April 30** whether he/she remains in good standing and is eligible for assignment to classes.

4. Submission of an evaluation document by **April 1** is a condition for re-hire in subsequent semesters.
5. Lecturers hired in the fall semester but who do not have spring assignments are responsible for submitting an evaluation document by **April 1**.
6. Lecturers hired in the spring semester are responsible for submitting an evaluation document by **April 1**. Campuses may choose to reduce the requested information based on availability at the time of submission, as appropriate.
7. In situations where lecturers are employed by more than one community college, the reviewing parties will consult with the other campus(es) on the lecturer's evaluation.

#### **Self-Assessment Document Suggested Preparation**

1. The length of the self-assessment document will depend on the number of semesters and courses assessed. Lecturers are expected to be thorough, yet succinct in their narrative.
2. Lecturers should define a teaching philosophy that will serve as the foundation of their assessment throughout the document.
3. The document should include an appendix for the organization of:
  - a. student evaluations
  - b. peer evaluations
  - c. course syllabi
  - d. course competency and program learning outcome reports
  - e. examples of contributions to the department, college, or professional community
  - f. examples of professional development activities
4. Lecturers are expected to assess the results of eCAFE student evaluations on comparisons such as: course to course, semester to semester, factor to factor, as well as in comparison to college and departmental results.
5. Lecturers are expected to address the degree of attainment of course competencies and program learning outcomes.
6. Lecturers are expected to define their role in the assessment of course competencies and program learning outcomes, e.g. working with other faculty, refinement of teaching methods, and modification of assessment tools.
7. Lecturers are expected to address comments and suggestions on their peer evaluations.
8. Lecturers are expected to develop strategies to address any shortcomings or suggestions from student or peer evaluations.
9. Lecturers are expected to provide evidence of progress on any suggestions or plans of action developed in consultation with the department chair in previous years.