

# CRITERIA for Tenure &/or Promotion specific to Specialist Faculty in Student Affairs

## Appendix A-3, Supplements to Criteria and Guidelines for UHWO Faculty Tenure/Promotion Application for Student Affairs Specialists

### Introduction

Faculty members at a comprehensive baccalaureate university such as the University of Hawaii West Oahu are generally engaged in three distinct but interrelated categories of activities: teaching, research and service. Specialist faculty may engage in a variety of processes and methods involving teaching and research; however, the primary role of specialist faculty in the Division of Student Affairs at UHWO is to provide programs and services which contribute to:

- (a) individuals entering the academy,
- (b) students learning, growing, progressing, and timely completing their educational goals.
- (c) graduating seniors preparing for careers or graduate study, and
- (d) alumni engaging in community citizenship.

Since the nature of specialist faculty in student affairs is fundamentally program-oriented, the primary criterion for evaluation should be the ability to design and deliver such programs and direct services to the client (qua students).

Specialist faculty activities throughout the campus are varied across settings due to the complexity, number, and variety of roles assumed by specialist faculty in their unique service areas. The responsibilities of specialist faculty in the Division of Student Affairs generally revolve around three categories of activities comparable to their instructional faculty colleagues. The categories are: 1) professional activities; 2) scholarly activities; and 3) service activities. Each of the three categories of responsibility are briefly defined in this document, and each includes *examples* of specialist faculty endeavors within each category. These definitions are to be viewed as *guidelines only*, and not as minimum qualifications for tenure and/or promotion. *Minimum criteria* and *minimum qualifications* for tenure and/or promotion of specialist faculty are specified by current University policies (RP9.202 and EP5.221 among others).

Acknowledging the myriad responsibilities performed by the Division and the need for distribution of tasks for equity and effectiveness, the specific activities and functions of specialist faculty in Student Affairs may include, but are not limited, to those included in the list of examples in each category. However, individual specialist faculty applying for tenure, promotion, or contract renewal should be accurate about the category under which she/he places a particular activity, endeavor, etc. While the individual specialist faculty exercises latitude in including any and all of their faculty activities and endeavors in demonstrating specialist faculty competence; she/he should refrain from including an activity or endeavor under more than one category.

Those who carry responsibility for evaluating a specialist faculty's performance must consider that tasks assigned may not be identical for each specialist faculty in the Division. Each specialist faculty should be evaluated on his/her overall performance with performance within the Professional Activities section below being weighed most heavily given the service/program orientation of Student Affairs.

## I, **PROFESSIONAL ACTIVITIES**

*Specialist faculty members engage in a variety of activities which facilitate the overall mission of the university and the unit to which they are assigned. Professional activities encompass a broad spectrum, including the delivery of direct client services, program development in response to changing client needs, and administrative duties.*

### **A. Direct Client Service**

- Providing individual or group counseling, advising, consultation, or support
- Conducting informational or developmental workshops and seminars
- Supervising internships, practica, research, work experiences
- Providing feedback, evaluation, or assessment of participant performance in research endeavors, programs, seminars, fieldwork, counseling, advising, etc.
- Designing, developing and teaching academic courses
- Designing and implementing teaching, instruction, or research strategies based on selected goals, learning theory, and characteristics of learner/participant
- Developing effective research tools, learning aids, teaching materials, simulations, etc. to be used in teaching, presentations, workshops, or research
- Providing specialized services including recruitment, student employment support and consultation, career guidance, etc.
- Serving as advisor to student organizations/groups and/or other client groups
- Providing verbal and written support in related endeavors, including assigned academic and research projects
- Participating as a guest presenter

### **B. Program/Service Development**

- Identifying and assessing client group need in a systematic manner and responding appropriately in program planning and management
- Engaging in program planning, development, and implementation, including securing extramural funding when available and appropriate
- Monitoring and evaluating program progress in meeting client group needs
- Making arrangements for coordinating and/or supervising participation in activities, programs, etc.
- Developing and improving techniques, procedures, and materials
- Participating in the development and/or revision of program literature

### **C. Administrative**

- Participating in the development, interpretation, revision, and implementation of policies and procedures governing a program, service, or activity
- Developing and/or securing resources for use in support of programs, services, or activities
- Administering, supervising and/or coordinating programs or services
- Performing general administrative activities (correspondence writing, records retention, budget preparation, etc.)

## **II. SCHOLARLY ACTIVITIES**

*Specialist faculty members remain current with developments in the field of specialization. They endeavor to enhance their skills and techniques while continuously expand basic knowledge in order to better serve students, the institution, and the community. In addition, specialist faculty members utilize research and evaluation to ensure that programs and services remain relevant and that they are meeting student, client, and institutional needs.*

### **A. Professional Development**

- Engaging in formal study, workshops, meetings, seminars and conferences in order to enhance professional competence
- Studying for, and/or completing requirements for advanced degree, license, diploma, certification, etc., in a field relevant to the position involved
- Remaining current with literature and professional associations relevant to area of expertise (e.g., belonging to professional societies, contributing to professional activities, reading professional publications)

### **B. Evaluation & Research**

- Determining needs and interests of targeted service groups through systematic assessment methods
- Evaluating success, effectiveness, user satisfaction, utilization of program or service through systematic evaluation methods
- Conducting research (formal inquiry through accepted means: reviewing literature; generating hypotheses; collecting, analyzing, and interpreting data) or engaging in other studies in field of specialization
- Planning and/or editing written/oral reports of results of studies/evaluation/research
- Presenting materials for publication in relevant journals, books, monographs, etc.
- Being selected and/or invited to make a formal presentation, participation in a panel presentation or discussion group at a professional conference/seminar
- Presenting poster session/papers at a professional conference, colloquium, seminar
- Applying for and receiving fellowships, grants, contracts and/or awards for study/research/evaluation purposes
- Participating in collaborative research, grant applications
- Engaging in professional activities that enhance the visibility, image, and prominence of the unit/division/institution

## **III. SERVICE**

*Service refers to a broad spectrum of activities that are a significant portion of the specialist faculty role. Service activities include those having to do with the internal organization of the university; those having to do with the professional bodies that provide the specialist faculty with professional identity and status; and those activities which normally occur outside the institution and are related to the faculty member's professional expertise and/or responsibilities. Service develops a mutually beneficial environment for the University and community to work together; thus, contributing to the recognition of the University's utility by external constituencies.*

### **A. University Service**

- Serving as a member or chair of a departmental, campus-wide, or system-wide committee
- Serving as a member or chair of faculty governance bodies and their committees
- Serving as a mentor to colleagues, staff, students
- Responding to both formal and informal requests for documentation of relevant data, proposals, reviews, reports
- Serving as a member of a review/evaluation committee or panel
- Acting as special project leader or coordinator
- Organizing/presenting conferences/workshops for faculty development
- Providing expertise/consultation in developing and/or teaching courses/workshops in collaboration with other university professionals

#### **B. Professional Service**

- Reviewing research, professional organization proposals, manuscripts
- Serving as officer and/or board member in a state, national or international professional society in the area of one's expertise
- Organizing, chairing, or co-chairing a conference or conference session
- Serving as editor of conference proceedings, as journal editor, and/or as a member of an editorial board or other professional publication in the area of expertise
- Responding to requests to conduct workshops, seminars, and presentations in the area of expertise
- Consulting and advising with professional colleagues
- Responding to requests for comments on published material
- Working to provide options/opportunities for faculty development which also enhance the mission of the university

#### **C. Community Service**

- Providing uncompensated consultation to the community-at-large and to government agencies in area of expertise
- Speaking or making presentations to public groups
- Serving on advisory boards, committees related to area of expertise
- Conducting conferences and workshops on or off campus for the benefit of the community-at-large
- Providing expert testimony at legislative and public hearings and/or meetings in area of expertise
- Providing assistance to federal, state or county agencies in area of expertise
- Providing service to volunteer organizations in area of expertise

Established & approved: 09/12/2016 (by Stu Affairs faculty)

Reviewed by Faculty Senate Committee on Academic Affairs and Planning: 01/25/2017

## **APPENDIX B – Sources of Evaluation or Assessment**

### **Specialist Faculty in Division of Student Affairs University of Hawaii West Oahu**

#### **Introduction**

To judge an applicant's worthiness for tenure, promotion, or contract renewal, the personnel committee performing the review will evaluate and review the following kinds of data provided by the applicant. This may include, but is not limited to:

#### **I. PROFESSIONAL ACTIVITIES (Direct Client Service, Program/Service Development, Administrative)**

- A. Evaluations from students (as clients), both formal and informal, including standardized evaluations on use and satisfaction of service you provided
- B. Letters or other written comments about your service
- C. Sample of advising tools and materials created and/or enhanced
- D. Sample of training and teaching materials
- E. Sample of relevant course syllabi
- F. Letters attesting to your creation or enhancement of service workflow, processes, etc.
- G. Sample of program plans you created, improved on, etc.
- H. Selection of policy or procedures you wrote governing a service or program
- I. Letters attesting to your supervision of program/service coordination

#### **II. SCHOLARLY ACTIVITIES (Professional Development, Evaluation & Research)**

- A. Peer evaluations based on their experiences in working with you on research activities or program planning development to improve operations
- B. Written reports and/or presentation of efforts or results of research, program planning development, etc. to improve operations
- C. Evidence of research and travel grants received
- D. Published work related to teaching, advising, program development, etc. including articles, manuals, reports, handbooks, etc.
- E. Evidence of additional credits and advanced degrees earned at the graduate level
- F. Sample of needs assessment conducted and impact on program/service design
- G. Selection of evaluation or assessment instruments or tools gauging program/service success, effectiveness, user satisfaction, or utilization
- H. Invitation or selection letters to make formal presentation or participation in panel discussion/presentation at state, regional, or national conferences of relevant professional associations
- I. Written materials attesting to professional activities that enhance image and prominence of unit, division, or campus

#### **III. SERVICE (University, Professional, Community)**

- A. Letters of appointment to committees, panels or organizations
- B. Statements from colleagues, staff, students who have received your mentoring
- C. Statements from relevant professional organizations about your involvement as journal reviewer, conference planner, offering expertise or consultation on specific projects, chairing committee, serving as officer
- D. Letter attesting to your professional expertise rendered on relevant projects or tasks including your submission of comments on published materials, reports, etc.
- E. Sample expert testimony at legislative and public hearings in areas of expertise

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## APPENDIX C – Sample Letter Requesting an External Evaluation

For Specialist Faculty in Division of Student Affairs  
University of Hawaii West Oahu

Dear \_\_\_\_\_:

I am writing to ask for your evaluation of **NAME**, rank and position, University of Hawaii West Oahu Division of Student Affairs. **NAME** is applying for tenure at the rank of **rank** (or promotion to the rank of **rank**). As the head of the section, I am responsible for soliciting external reviews of this applicant.

The University of Hawaii is somewhat unique in that many members of the Division of Student Affairs hold faculty appointments in what is termed specialist category (in contract to faculty who hold instructional or research appointments). These specialist faculty members apply for tenure and promotion as do other categories of faculty. **(The section that follows would be altered, based on the rank sought or whether for tenure or promotion).** The criteria for specialist (or other rank, or tenure at the given rank, etc.) faculty are different than other categories of faculty. Specialist evaluations are based on program planning, development, and evaluation; direct service excellence, administrative activities, professional commitment to the University, professional community, and local community; evidence of knowledge of their field, and so forth, rather than on professional publications or research per se. For promotion to the rank of Specialist, an applicant must demonstrate the professional competence of those at the highest level in the field.

I am attaching four documents to assist in your evaluation of **NAME**: 1) the Division of Student Affairs criteria for tenure and promotion, indicating the categories by which an applicant should be judged; 2) **NAME's** curriculum vitae; 3) position description; and 4) narrative summary of activities and professional accomplishments since **NAME's** hiring or last promotion. If you have limited time, I would suggest you review the curriculum vitae and narrative summary.

Your review of **NAME** is for the sole purpose of helping the faculty and administration of the University of Hawaii West Oahu evaluate this faculty member for promotion (**tenure/both**). Your identity as a confidential reviewer will not be shared with this applicant, and we will do our best to maintain the confidentiality of your evaluation.

Your comments may be brief, should be signed, and sent to the following: **contact name and address**. If you are willing to provide this evaluation, I would appreciate your comments as soon as possible. The Division Personnel Committee will be considering this applicant's dossier and the confidential comments from external reviewers beginning **date** and continuing through **date**. If you have any questions, please feel free to email me at **contact email**.

The faculty and administration of the University of Hawaii West Oahu greatly appreciate your willingness and effort in commenting and evaluating on the work of this faculty member.