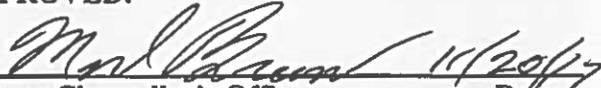


APPROVED:


Mānoa Chancellor's Office 11/20/17
Date

Rev. 5/15/17

ACCESS
STUDENT ACADEMIC SERVICES
COLLEGE OF SOCIAL SCIENCES
UNIVERSITY OF HAWAII AT MANOA

DEPARTMENTAL CRITERIA FOR CONTRACT RENEWAL, TENURE, PROMOTION, AND
PERIODIC REVIEW OF TENURED FACULTY

JUNE 2017

The responsibilities of department faculty in the Advising, Civic and Community Engagement in the Social Sciences (ACCESS) involve three general categories of activities. The categories are 1) professional activities and functions, 2) scholarly contributions and professional development, and 3) University and committee service. Because the ACCESS department consists of different types of specialist faculty with different job duties, the Department's criteria were developed to reflect these differences in job activities. For example, several ACCESS faculty specialists are advisors who are expected to spend a significant portion of their professional activities and functions advising College of Social Sciences undergraduate students. Other ACCESS faculty will spend a significant amount of their time on major civic and community engagement projects and some teaching duties. Therefore, different major job duties, as described in each specialist's job description and letter of hire must be taken into consideration when evaluating the ACCESS faculty. Criteria, based on the professional judgment of peers and colleagues, will be used for recommending ACCESS tenure and promotion for ACCESS faculty.

Note that all ACCESS specialists for tenure consideration and promotion are expected to meet: (a) professional performance, (b) scholarly performance, (c) service contributions, and (d) present and future value to the department. The evaluation of category (d) will be accomplished by consideration of the candidate's performance and future promise in meeting the department's present and future goals. The performance level in each category may vary for each faculty member depending on the responsibilities and career pathway of the faculty member. Hence, the Department does not expect every faculty member to engage in every job activity or function listed in each category below.

Probationary faculty contracts will be reviewed periodically. At this time, probationary faculty will be evaluated on the basis of whether they are on a professional trajectory consistent with the criteria for tenure and promotion described in this document.

Faculty performance assessment will be evaluated by using a variety of quantitative methods such as summarizing student surveys that rate the advisor or teaching performance of faculty, quantifying the number of social science students advised by faculty or enrolled in faculty internships, civic and/or community engagement activities, reporting the number of events attended by faculty such as the Manoa Experience, New Student Orientation, etc., summarizing the number of workshop or conference events attended or chaired, the number of publications and/or yearly assessment reports to the ACCESS Director or Dean of the College of Social Sciences (see Addendum A for additional information).

Criteria for ACCESS Specialist Advisors:

I. Professional Activities and Functions

A major responsibility of the ACCESS faculty advisor is to provide direct advising services and informational materials to College of Social Sciences undergraduates. ACCESS advisors are also involved in constant improvement of the center and its services via coordination with other offices and

assessment of its work. Professional activities and functions include many, but not all, of the activities listed below.

- Assist students in clarifying, articulating, and attaining academic and life goals; educate students to assess their academic progress; and assist students in developing appropriate educational plans to maintain their progress and meet their education goals and assess the effectiveness of their advising programs.
- Coordinate with other colleges, high schools, community colleges a smooth transition for incoming students to major in the CSS.
- Support the recruitment, retention of students, and graduation success by creating advising documents and materials, resources, brochures, and assist in the constant updating of the advising curriculum and the website.
- Develop and clarify policies and procedures that promote the importance of advising to ultimately benefit students.
- Conduct assessment as indicated by: 1) collecting and distributing information; 2) preparing formal and informal reports concerning student needs, preferences, and performance for use in making institutional decisions and policies.
- Supervise staff and student interns and assistants.
- Some teaching or supervision in a variety of setting and formats, on relevant advising or engagement issues and/or within a discipline or beyond disciplinary confines, individually or as a team member, in the service of the Department's mission.

2. Scholarly Contributions and Professional Development

ACCESS faculty advisors conduct scholarly activities and must be knowledgeable of developments in the advising field to enhance the advisor-student relationship. The active involvement of professional activities by the ACCESS advisor serves to promote the transfer of educational issues related to an effective undergraduate curriculum.

- Plan, attend, or present work at professional conferences, colloquia, seminars, workshops, or meetings relevant to academic advising.
- Conduct original programmatic advising research individually or in collaboration with colleagues.
- Conduct and publish theoretical or best practice works in academic publications.
- Engage in professional consultation with colleagues and assist in developing tools, documents, and/or university policies.
- Take courses or earn advanced degrees and certification.

3. University and Committee Service

University and community service by ACCESS faculty advisors serve to develop leadership, support positive working relationships, and encourage professional development. Service promotes communications and interactions among departments of UHM, throughout the UH System, and the broader communities. Advisors gain a better understanding of meeting the needs of diverse populations of students by serving on curricular and academic committees. This committee work has the potential to better serve students by relating how the curriculum meets their needs. Service work and responsibilities include many, but not all, of the activities listed below.

- Serve as an active member or chair of departmental, college, university, or system-wide committees or as an officer of a professional organization.
- Serve on faculty governance bodies.
- Act as liaison to other college campuses.
- Provide professional service to communities and the general public.
- Serve as a mentor to a junior faculty outside of ACCESS or serve as faculty advisor to student organizations.

Criteria for ACCESS Specialist Instructional/Civic Engagement Faculty

A major responsibility of this ACCESS faculty is to provide direct interactions with students engaged in Instructional/Civic Engagement activities. The Specialist provides academic materials and resources for teaching and engagement activities and is always working to stimulate and challenge the student. The ACCESS Specialists may interact with other offices to expand their services and engagement activities. Professional activities and functions include many, but not all, of the activities listed below.

1. Professional Activities and Functions

- Some teaching or supervision in a variety of setting and formats, on relevant engagement issues and/or within a discipline or beyond disciplinary confines, individually or as a team member, in the service of the Department's mission.
- Teach or supervise in a variety of settings and formats within a discipline and with relevant civic or community engagement issues and assess their effectiveness.
- Develop and implement useful civic/community engagement programs and activities.
- Support the recruitment, retention of students, and graduation success by developing relevant civic/community engagement documents, materials, resources, brochures, and assist in the constant updating of the research program and of the website.
- Assess the civic/community engagement programs by collecting and distributing relevant program information and preparing formal and informal reports regarding needs, preferences, and performance for use in making institutional decisions and policies.
- Train and supervise staff and student interns and assistants.

2. Scholarly Contributions and Professional Development

ACCESS faculty specialists conduct scholarly activities and must be knowledgeable of developments in the academic subject and civic/community engagement field to enhance the faculty-student relationship. The active involvement of professional activities by the ACCESS faculty serves to promote the transfer of educational issues related to an effective undergraduate curriculum.

- Plan, conduct, attend, or present work at professional conferences, colloquia, seminars, workshops, or meetings relevant to civic or community engagement, or a related field, or in faculty's academic discipline.
- Conduct and publish theoretical or best practice works in academic publications.
- Seek extramural funding to support civic/community engagement initiatives, e.g. SENCER
- Engage in professional consultation with colleagues and assist them in developing or strengthening civic/community engagement activities.
- Take courses or earn advanced degrees and certification.

3. University and Committee Service

University and community service by ACCESS Specialists serve to develop leadership, support positive working relationships, and encourage professional development. Service promotes communications and interactions among departments of UHM, throughout the UH System, and the broader communities. Faculty gains a better understanding of meeting the needs of diverse populations of students by serving on curricular and academic committees. Such work has the potential to better serve students by relating how the curriculum meets their needs. Service work and responsibilities include many, but not all, of the activities listed below.

- Serve as an active member or chair of departmental, college, university, or system-wide committees or as an officer of a professional organization.
- Serve on faculty governance bodies.
- Act as liaison to other college campuses.
- Provide professional service to communities and the general public.
- Serve as a mentor to a junior faculty or serve as faculty advisor to student organizations.

In all cases, the professional activities in category 1 are weighted most heavily in evaluating the faculty specialist followed by documented performances in category 2 and 3. As previously stated, the performance levels of the specialist advisor and civic/community engagement faculty in the three main categories listed above may vary depending on the interests, responsibilities, and career trajectory of the faculty member.

ADDENDUM A

Sources of Evaluation

All ACCESS faculty's worthiness for tenure, promotion, or contract renewal will be judged by a review committee (e.g. FPC, DPC, or TPRC, whichever is applicable) that evaluates all the data provided by the candidate. The data may include, but are not limited to:

Professional Activities and Functions

1. Formal and informal student evaluations including standardized evaluations, e.g., eCafe for teaching effectiveness, and letters or written comments.
2. Formal and informal peer evaluations including standardized evaluations, and letters or written comments.
3. A selection of academic advising or civic/community engagement tools and materials.
4. A selection of training manuals.
5. A selection of workshop outlines or course syllabi, if applicable.
6. A selection of awards and recognition of academic advising or civic/community engagement.

Scholarly Contributions and Professional Development

1. Evaluations by peers based on their working experiences with the candidate on research and program activities including planning and operation.
2. Written reports and department presentations of goals, efforts, and results of research and program planning and implementation.
3. Research and travel grants if applicable.
4. Published and unpublished work related to advising, program development, or academic discipline, including articles, manuals, handbooks, and research papers.
5. Number of additional credits and advanced degrees at the graduate level.

University and Community Service

Written documentation and statements from committee members and others familiar with the candidate's work on committees and organizations.