

APPROVED:

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**Departmental Procedures and Criteria for
Contract Renewal, Tenure, and Promotion
Pre-Health/Pre-Law Advising Center
Office Of Undergraduate Education
University of Hawai'i at Mānoa**

Department Procedures Governing Contract Renewal, Tenure, and Promotion

Rev. 13 MAR 2018

I. Procedures for Contract Renewal

A. Formation of the Departmental Personnel Committee (DPC) and Faculty Personnel Committee (FPC)

1. The DPC/FPC will consist of five or more tenured faculty who will serve for a period of one year.
2. As individual units under the Office of Undergraduate Education (OUE) do not have enough tenured members to form a DPC, the Assistant Vice Chancellor for Undergraduate Education or his/her designee (AVCUE) will in consultation with the directors/department chairs of each unit, form joint OUE FPCs for all units in a given year.
 - a. Until there are enough faculty members in OUE to form a DPC, candidates will be asked to submit names of individuals who might be eligible to serve on the FPC for consideration. Eligible faculty within OUE will be utilized, with the remaining members chosen from University of Hawai'i at Mānoa (UH Mānoa) tenured full-time faculty from related disciplines.
 - b. Individual candidates will be given an opportunity to request exclusion of up to one FPC member if the candidate believes that a conflict exists that would prevent a faculty member's fair evaluation of a tenure or promotion application made by the candidate. The request must be received by the AVCUE within a week of the announcement of the potential FPC members.
3. Any individual who is not a tenured Bargaining Unit 07 member is strictly excluded from voting for the tenure or contract renewal of another faculty member.

B. General Requirements/Purpose of Contract Renewal

1. University requirements relating to length of faculty probationary periods, procedures, and schedules for contract renewal or termination of appointment for non-tenured faculty are contained in the current Board of Regents (BOR)/University of Hawai'i Professional Assembly (UHPA) Agreement.
2. For the Pre-Health/Pre-Law Advising Center (PAC) specialist faculty, the procedures described in this document are intended to aid in meeting the University's requirement for assessment of the candidate before a contract is renewed, but also to:
 - a. Provide the candidate an opportunity to prepare a dossier that gives an overview of accomplishments and work in progress to assist the DPC/FPC in assessing strengths and weaknesses.
 - b. Provide the candidate, the Department Chair, and the candidate's colleagues an opportunity to discuss candidly the candidate's day-to-day performance and

professional future and to stipulate areas where improvements, if needed, should be made.

C. Criteria for Contract Renewal

1. In general, a specialist faculty's contract may be renewed if:
 - a. Performance of assigned duties has been rated satisfactory;
 - b. There is a continuing need for her/his services, particular knowledge, and/or skills; and
 - c. S/he has shown evidence of continued professional improvement and demonstrates professional and personal qualities needed for work in the unit commensurate with the level of appointment.
2. The evaluation of the candidate's performance will be based on the criteria outlined in the Department's *Addendum A: Departmental Criteria for Contract Renewal, Tenure, and Promotion*.

D. Timeline

1. In September, the DPC/FPC committee will be selected. Those selected individuals will be asked to serve on their respective committees for a period of one year.
2. By September, the Department Chair will notify the candidate in writing that s/he is scheduled for contract renewal. In the letter, the candidate will be informed that materials for contract renewal should be submitted prior to the "notification of renewal deadline."

E. Review Steps

1. The DPC/FPC reviews the document submitted by the candidate and submits their assessment of candidate and recommendation to the Department Chair. All final voting will occur by secret ballot.
2. The Department Chair reviews the material submitted by the candidate as well as the recommendations of the DPC/FPC. The Department Chair then makes an independent assessment and completes a written recommendation about the candidate.
3. The recommendation of the DPC/FPC and the Department Chair will be made available to the candidate for review.
4. The candidate meets with the Department Chair and reviews the written recommendations of the DPC/FPC and the Department Chair.
5. The entire document and recommendations are forwarded to the AVCUE.
6. The AVCUE, based on all the evidence, assesses and decides on contract renewal, completes the appropriate form, and notifies the candidate.

II. Procedures for Tenure and Promotion

A. Formation of the DPC/FPC

1. The DPC/FPC will consist of five tenured faculty members whose eligibility is determined by the current BOR/UHPA agreement. Committee members will serve for a period of one year.
2. As individual units under the OUE do not have enough tenured members to form a DPC, the AVCUE will, in consultation with the directors/department chairs of each unit, form joint OUE FPCs for all units in a given year.
 - a. Until there are enough faculty members in OUE to form a DPC, candidates will be asked to submit names of individuals who might be eligible to serve on the FPC for consideration. Eligible faculty within OUE will be utilized, with the

remaining members chosen from UH Mānoa tenured full-time faculty from related disciplines.

- b. Individual candidates will be given an opportunity to request exclusion of up to one FPC member if the candidate believes that a conflict exists that would prevent a faculty member's fair evaluation of a tenure or promotion dossier made by the candidate. The request must be received by the AVCUE within a week of the announcement of the potential FPC members.
 3. Any individual who is not a tenured Bargaining Unit 07 member is strictly excluded from voting for the tenure or contract renewal of another faculty member.
- B. General Requirements/Purpose of Tenure/Promotion**
1. The evaluation of the candidate's performance will be based on the criteria outlined in the Department's *Addendum A: Departmental Criteria for Contract Renewal, Tenure, and Promotion*.
 2. For tenure:
 - a. The general reasons for granting tenure are that the University has concluded that the candidate:
 - i. Is and will continue to be a productive and valuable member of the unit;
 - ii. Has shown a pattern of continuing professional growth that is positive; and
 - iii. Will contribute toward meeting a long-term need of the institution because of the individual's professional specialty and services.
 - b. The applicant must also meet additional criteria established by the Department. In addition, the candidate must meet the specific criteria for specialist faculty as outlined in the current *Criteria for Contract Renewal, Tenure/Promotion Application, University of Hawai'i at Mānoa*.
 3. For promotion:
 - a. In order to be considered for promotion, the candidate must meet the minimum qualifications established by the BOR for the rank to which promotion is sought. The applicant must also meet additional criteria established by the Department. In addition the candidate must meet the specific criteria for specialist faculty as outlined in the current *Criteria for Contract Renewal, Tenure/Promotion Application, University of Hawai'i at Mānoa*.
 4. Only faculty members of equal or higher rank to which the applicant is applying for can vote on dossier for promotions.
 5. The Department Chair shall not participate in any form of communication in the deliberations of the DPC/FPC over individual tenure and promotion recommendations.
- C. External Evaluators for Tenure/Promotion**
1. As part of the tenure/promotion process, external evaluations of each candidate's work will be included in the document. The candidate will be asked to provide the Department Chair with five names and contact information of individuals who work in the field of academic advising and are not in the UH System and do not have a conflict of interest. The external evaluator should be able to make an objective assessment of the candidate. The Department Chair will also create a similar list of individuals. It is the obligation of the Department Chair to secure an equal number of external evaluations from both lists. An external evaluator should hold a position equivalent or higher to the rank to which the candidate is applying. The candidate should not contact the possible external evaluators regarding the tenure and promotion process.

2. The same basic cover letter soliciting the evaluation should be sent to each evaluator. The Department Chair should keep a copy of each letter. A curriculum vita will be included with the letter as well as other supporting materials, selected by the candidate in consultation with the Department Chair. The purpose of the request is to obtain an opinion about the contributions that the candidate has made and not to determine whether or not the candidate would receive tenure/promotion at another institution. The Department Chair should refer to the current *Criteria and Guidelines for Faculty Tenure/Promotion Application, University of Hawai'i at Mānoa* for the procedures for handling the evaluations from external evaluators in order to maintain confidentiality.

D. Confidentiality and Access to the Dossier

1. During deliberations, members of the DPC/FPC and those in supervisory and administrative positions within the Department see privileged information. Access to a candidate's dossier is limited at each review step to those individuals deliberating on the dossier at that step. A candidate is advised to retain a copy of the dossier exactly as submitted.
2. Information provided by external reviewers will be kept confidential. Any material submitted to the DPC/FPC relating to an individual's application becomes part of the dossier and must be retained and move forward with the document. In addition, no anonymous material will be accepted at any level of deliberation.

E. Timeline

1. In September, the DPC/FPC committees will be selected. Those selected individuals will be asked to serve on their respective committees for a period of one year.
2. By September, the Department Chair will notify the candidate in writing that s/he is scheduled for tenure and/or promotion review. In the letter, the candidate will be informed that materials for tenure should be submitted prior to the University deadline.
3. By September, the Department Chair will begin the process of soliciting the names of external evaluators and collect materials from the candidate to be included in the external evaluation process.

F. Review Steps

1. All steps of review will be held in accordance with the current *Criteria and Guidelines for Faculty Tenure/Promotion application, University of Hawai'i at Mānoa*. At the DPC/FPC level, all final voting will occur by secret ballot.

III. Guidelines and Procedures for Five-Year Review

- A. PAC at UH Mānoa hereby establishes the following procedures for review of its tenured specialist faculty. The guidelines that follow refer to and summarize parts of two different pre-existing documents:

1. *Procedures for Evaluation of Faculty at UH Mānoa* (Revised 2014)
2. *Criteria and Guidelines for Faculty Tenure/Promotion Application, University of Hawai'i at Mānoa* (September 2014)
3. Information regarding the formation of the DPC/FPC specifically for PAC specialist faculty may be found in Sections I.A. and II.A. of this document: *Departmental Procedures and Criteria for Contract Renewal, Tenure, and Promotion, Pre-Health/Pre-Law Advising Center, Office of Undergraduate Education, University of Hawai'i at Mānoa*.

- B. The *Board of Regents Bylaws and Policy* Section 9.213 establishes the general guidelines for periodic evaluation of faculty and provides for a review once every five years. PAC candidates identified for five-year review should read the *Procedures for Evaluation of Faculty at UH Mānoa* that describes this review process.
- C. As stipulated by the *Procedures*, appropriate Department leaders will notify those faculty members who are to be reviewed no later than September 1. PAC candidates identified for five-year review should turn in their review materials (described in the next section) by December 1.
- D. Specialist faculty identified for five-year review will submit a curriculum vita, résumé, or “professional profile” describing their professional activities since the last review (e.g., application for tenure or promotion, five-year review, etc.). This written document should reflect the Department’s mission, requirements, and expectations for the specialist faculty’s rank or classification. Materials submitted by specialist faculty should address the following categories detailed in *Addendum A: Departmental Criteria for Contract Renewal, Tenure, and Promotion*:
1. Professional Activities and Functions
 2. Scholarly Contributions and Professional Development
 3. University and Community Service
- E. It is expected that specialist faculty will continue to perform at the professional level at which they were tenured or to which they have been promoted. Therefore, specialist faculty will be evaluated according to the general criteria/requirements for their rank as described by the current *Criteria and Guidelines for Faculty Tenure/Promotion Application*. Evidence bearing on the criteria described by the following standards should be submitted, according to the job level being reviewed:
1. All Specialists (S-2 through S-5)
 - a. Professional achievement and productivity.
 - b. Professional growth in the specialty.
 - c. Service to the professional and lay communities.
 - d. Ability to work effectively with faculty, staff, and administrators.
 2. Assistant Specialists (S-3)
 - a. Competence, productivity, continued professional achievement, and maturity.
 - b. Performance of duties calling for independent professional judgment in the field of specialization.
 - c. Indication of the capacity to supervise clerical help as appropriate.
 3. Associate Specialists (S-4)
 - a. Continued professional maturity in the professional specialization.
 - b. Ability to competently exercise independent professional judgment.
 - c. Ability to supervise the work of assistants as appropriate and to plan and organize assigned activities.
 - d. Professional achievement that reflects his/her stature as a contributor to the standards, techniques, and methodology of the profession.
 - e. Interaction with the broader professional community beyond UH Mānoa.
 4. Specialists (S-5)
 - a. Continued productivity and professional maturity.
 - b. Ability to competently exercise independent professional judgment.
 - c. Evidence of successful planning and organization of assigned activities, including the supervision of assistants if appropriate.

- d. Professional achievement that establishes his/her stature as a substantial contributor to the standards, techniques, and methodology of the profession.
- e. Evidence of significant interaction and leadership with the broader professional community beyond the University.

IV. Amendments to the Document

- A. As indicated in the current BOR/UHPA Agreement, amendments to the *Department Procedures Governing Contract Renewal, Tenure, and Promotion* procedures may be recommended from time to time at the discretion of the Department.
- B. The proposed amendments shall be sent through the AVCUE to the appropriate Vice-Chancellor and UHPA for review and approval, which shall not be unreasonably withheld. Approved amended procedures shall be filed with UHPA and the AVCUE. If there are any changes, the applicant will have the option for a period of two years to select whether the current or newly revised set of procedures are to be used by the DPC/FPC.

ADDENDUM A
DEPARTMENTAL CRITERIA FOR CONTRACT RENEWAL, TENURE, AND
PROMOTION

I. INTRODUCTION

A. Academic Advising

The primary purpose of academic advising is to assist students in developing meaningful academic plans and in navigating higher education. Advising is fundamentally a developmental process that teaches students the goals and purposes of higher education and assists them through a transformational period of their lives. The National Academic Advising Association (NACADA) describes academic advising as follows¹:

Academic advising is integral to fulfilling the teaching and learning mission of higher education. Through academic advising, students learn to become members of their higher education community, to think critically about their roles and responsibilities as students, and to prepare to be educated citizens of a democratic society and a global community. Academic advising engages students beyond their own worldviews, while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution. Regardless of the diversity of our institutions, our students, our advisors, and our organizational structures, academic advising has three components: curriculum (what advising deals with), pedagogy (how advising does what it does), and student learning outcomes (the result of academic advising).

Academic advising draws primarily from theories in the social sciences, humanities, and education. The curriculum of academic advising ranges from the ideals of higher education to the pragmatics of enrollment. This curriculum includes, but is not limited to, the institution's mission, culture and expectations; the meaning, value, and interrelationship of the institution's curriculum and co-curriculum; modes of thinking, learning, and decision-making; the selection of academic programs and courses; the development of life and career goals; campus/community resources, policies, and procedures; and the transferability of skills and knowledge.

Academic advising, as a teaching and learning process, requires a pedagogy that incorporates the preparation, facilitation, documentation, and assessment of advising interactions. Although the specific methods, strategies, and techniques may vary, the relationship between advisors and students is fundamental and is characterized by mutual respect, trust, and ethical behavior.

The student learning outcomes of academic advising are guided by an institution's mission, goals, curriculum and co-curriculum. These outcomes, defined in an advising curriculum, articulate what students will demonstrate, know, value, and do as a result of participating in academic advising. Each institution must develop its own set of student learning outcomes and the methods to assess them.

¹National Academic Advising Association. 2006. NACADA concept of academic advising. Retrieved 12 August 2008, from <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-advising-introduction.htm>

B. Academic Advising in UHM's Pre-Health/Pre-Law Advising Center (PAC):
A campus-wide program in the Office of the Assistant Vice-Chancellor for Undergraduate Education under the Vice-Chancellor for Academic Affairs, PAC provides academic advising services to students considering, pursuing, or planning to pursue careers related to health or law. PAC's mission is to help students clarify their goals in life, transform their professional dreams into reality, and in the process, come to understand the role of higher education in society and in their lives. Advising in PAC focuses on academic planning but necessarily incorporates the totality of students' experience, because career plans, coursework, extracurricular activities, relationships with friends and family, outside work, physical and mental health, and finances are all interwoven with preparing for professional school. PAC is instrumental in helping students manage the whole while transitioning into and out of UHM, from high school into professional school. Consequently, PAC advisors seek to understand students' lives, and their advising is holistic, developmental, inter-disciplinary, cross-disciplinary, and in-depth. PAC advisors are guided by an advising syllabus that articulates curriculum, pedagogy, and learning outcomes, and operates within the following values:

- Health and law professions are open to everyone with the desire, aptitude, and motivation to pursue them.
- Career choice is one of the most important decisions one can make in life and often defines one's niche in society; it is critical that students choose carefully and wisely.

Students choose their own paths and make their own decisions. To make good decisions, students need accurate, up-to-date, and unbiased information. When making decisions, students benefit from sympathetic but honest guidance and from being able to discuss their options with nonjudgmental peer and advisors.

To be effective, PAC advisors develop strong interpersonal communication skills; detailed knowledge of university and school/college curricula, policies, and procedures; and extensive knowledge of health and law fields. In line with the vision of the National Association for Advisors of the Health Professions (NAAHP), PAC advisors aspire to the highest standards of leadership, integrity, and professionalism and model these qualities for students.

C. Objectives

PAC advisors are charged with advising pre-health and pre-law students, with intent to increase recruitment, retention, and graduation rates at UHM and to increase the matriculation rates of UHM students into health and law professional schools. Advisor responsibilities support this goal and include the following objectives. PAC advisors:

1. Are accessible to students seeking advising.
2. Establish a teaching relationship with advisees in which they promote student learning and development by providing accurate information, context, and insight; clarify institutional policies and procedures; teach students decision making skills; promote civic responsibility and engagement; and assist students to develop reflection, critical thinking, and strong interpersonal communication skills.

3. Articulate to students UHM's mission and the nature and purpose of higher education to help students understand their curriculum, the transferability of knowledge and skills, and the value of education in improving the quality of life and society.
4. Assist students in clarifying their values and their educational, career, and life goals to promote self-understanding and realistic self-perception.
5. Assist students in developing academic and educational plans consistent with their interests, abilities, and goals.
6. Assist students in monitoring and evaluating their progress in relation to their educational goals, and promote students' individual responsibility for their academic progress and success.
7. Assist students with their transitions from, between, through, and into academic institutions.
8. Direct students to campus and community resources and help students integrate the many resources available to meet their individual educational needs and aspirations.
9. Conduct ongoing assessment to align program services with student needs.
10. Act as a liaison between students, administration, faculty and staff, advocating as necessary to and for students, participating in the making and revising of campus policies and procedures in order to articulate student and advising needs, and working to improve campus retention and graduation rates.
11. Engage in continual professional self-improvement to model for students, to foster a community of academic advisors, and to improve academic advising at UHM.

II. DEPARTMENT CRITERIA

In addition to the criteria, guidelines, and minimum qualifications established by the University's Agreement with the University of Hawai'i Professional Assembly, by the Board of Regents Executive Policy, E5.221, and by the University of Hawai'i at Mānoa², candidates for promotion and tenure must meet the departmental criteria outlined below. The criteria established in these documents provide only minimums; decisions regarding contract renewal, tenure, and promotion are based not on whether applicants have met minimum criteria, but on how well they have exceeded them. It is the candidates' responsibility to provide documented evidence of having met and exceeded the minimum criteria.

Contract renewal, tenure, and promotion is recommended or denied on the basis of professional growth and value to the institution, as evidenced by candidates' quality, effectiveness, and continuing contribution to PAC and to UHM in the following three areas: professional activities and functions; professional development and scholarly contribution; and service.

Duties and responsibilities of advisors in PAC include a wide range of activities. Acknowledging the myriad responsibilities and the necessary division of tasks, an

² Agreement between the University of Hawaii Professional Assembly and the Board of Regents of the University of Hawaii; Board of Regents Policies Appendix A: Criteria and Guidelines for Tenure/Promotion Application Minimum Criteria; and the Criteria and Guidelines for Faculty Tenure/Promotion Application University of Hawai'i at Mānoa.

individual advisor's specific duties and responsibilities will include many, but not necessarily all of the activities listed below, and may include additional activities not listed. Those charged with evaluating an advisor's performance must recognize that assignments will not be identical for every advisor in PAC. Furthermore, advisors are not expected to achieve equally in all areas and should be evaluated on their overall performance. For all advisors, however, performance within the area of professional activities and functions should be weighed most heavily because it most directly serves the mission and objectives of PAC.

A. Professional Activities and Functions (75% of time)

Professional activities and functions directly fulfill PAC's primary mission of providing academic advising services to students considering, pursuing, or planning to pursue careers related to health or law. These activities include the duties and responsibilities assigned to, or assumed by PAC advisors in order to fulfill the objectives listed above.

Examples of professional activities and functions include, but are not limited to the following:

Provide individual and small group developmental advising.

Create and implement workshops.

Create and implement new program activities.

Create and disseminate informational materials.

Create or develop advising materials, techniques, tools, and learning aids.

Train, supervise, and assess peer advisors.

Develop, implement, and assess the advising program and its components.

Coordinate and collaborate with health and law programs at UHM.

Serve as liaison to pre-health/pre-law student organizations.

Advocate as needed for PAC, its services, and its populations.

Advocate as needed between students, faculty, administration, and staff.

Assist in the recruitment of pre-health/pre-law students.

Create formal and informal reports about PAC as requested by administration.

B. Professional Development and Scholarly Contributions (20% of time)

As members of the University faculty, PAC advisors are active in the academic community and are at the forefront of advising trends. Through their professional activities, advisors remain current in the advising field, foster their professional growth, engage in the advising and University communities, and enrich the advisor-student relationship. Ultimately, advisors' active involvement in professional activities furthers the University's mission and contributes to the effectiveness of its undergraduate curriculum.

Participation in professional development activities develops advisors' expertise, which informs their advising and how they fulfill their responsibilities and thereby provides the foundation for contributing to the scholarship of advising. Through scholarly contributions, PAC advisors share their work with colleagues at UHM, in Hawaii, and across the nation, thus furthering the field of academic advising.

Scholarship in academic advising should reflect the diverse and complex nature of advising duties and should not be limited solely to publishing. The cycle of professional development-application-scholarship provides the foundation for fulfilling the objectives listed above.

In addition, academic advisors come from diverse academic disciplines and are encouraged to continue scholarship in their discipline, which enhances their work as professionals and provides common ground with both students and instructional faculty. While conducting research in an academic discipline is valuable, continuous engagement in the field of academic advising remains primary.

Examples of professional development activities include but are not limited to the following:

- Conduct research in the field of academic advising.
- Earn advanced degrees or certification.
- Take courses in or related to academic advising.
- Conduct research in the advisor's academic discipline.
- Attend professional conferences.
- Attend professional workshops or informational sessions such as webcasts, seminars, or colloquia.

Examples of scholarly contributions include but are not limited to the following:

- Publish scholarly work in the field of academic advising.
- Present at a professional conference.
- Present a workshop or informational session.
- Publish scholarly work in the advisor's academic discipline.
- Participate in (i.e., help plan or conduct) a professional conference.
- Act as a consultant for colleagues.
- Make written or editorial contributions to academic publications.
- Be invited to act as a consultant or to present a workshop, informational session, or at a conference.

C. Service (5% of time)

Service informs the work of academic advisors, helping them better to understand student, University, and community needs, to align PAC with University and community goals, and to engage students in the University and its curriculum. Service also improves communication on all levels, develops a mutually beneficial environment, and contributes to the recognition of the University by external constituencies. Service takes place at all levels - within the department, on campus and University-wide, in the community, and professionally at the regional and national levels - although not necessarily at the same time. Service activities support and complement the work of PAC advisors, as outlined in the objectives listed above, by providing opportunities to promote collegiality, practice community and democratic ideals, engage in professional development, and develop leadership. In these activities, PAC advisors serve as consultants on curricular, academic, and advising issues and as liaisons between students, faculty, administration, and staff, as well as between the University and the

community. They are active participants and leaders, working to improve the University, its relations, and the academic experience for students.

Examples of service activities include the following:

Serve as an officer on a committee, board, or for professional organization.

Participate as an active member on a committee or governance body.

Serve as a faculty advisor to student organizations.

Act as a liaison within or for the University.

Mentor a colleague.

Provide oral or written expert testimony upon request.

ADDENDUM B SOURCES OF EVALUATION

As evidence of worthiness for contract renewal, promotion, or tenure, the candidate will provide the reviewing committee(s) supporting data. These may include but are not limited to the following examples.

1. Professional Activities and Functions

Evaluations from students, both formal and informal, including standardized evaluations, as well as letters or other written comments.

Evaluations by peers and colleagues familiar with the candidate's work, both formal and informal, including standardized evaluations, as well as letters or other written comments.

Evaluations by administrators.

Evaluations of supervisors from student employees.

Academic advising tools and materials developed by the candidate.

Training materials developed by the candidate.

Workshop outlines, course syllabi, and/or course evaluations, if applicable.

Awards and recognition for academic advising.

Data compilation from department projects and initiatives.

Program, project, and initiative assessment and results.

2. Professional Development and Scholarly Contributions

Evaluations by peers and colleagues based on their experiences in working with the candidate on research and program activities and through observation of program planning and operation.

Evaluations by administrators familiar with the candidate's activities in this area.

Written reports and department presentations of goals, efforts, and results of research and program planning and implementation.

Research, travel and program grants.

Evaluations of presentations and workshops.

Published and unpublished work related to teaching, advising, program development, and/or an academic discipline, including articles, manuals, handbooks, and research reports.¹

Programs from presenting at workshops, conferences, and similar events.

Invitations to publish.

Invitations to present or for consultation.

Earning of additional credits and advanced degrees at the graduate level.

3. University and Community Service

Statements from fellow committee members and others familiar with the candidate's work in committees, panels, and organizations.

Statements from individuals or groups for whom the candidate has served as liaison.

¹ Publishing is not required for the Pre-Health/Pre-Law Advising Center, however, it is considered to be a valuable contribution to the field.

Statements and thank you notes from student organizations for which the candidate serves as faculty advisor.

Statements from colleagues the candidate has mentored.

Data compilation from service initiatives.

Assessments of service initiatives.