APPROVED:

Jimmes D. Kandush   10/17/2018

UHPA   Date

APPROVED:

(signature)   10/22/18

Mānoa Chancellor's Office   Date

DEPARTMENT PROCEDURES AND CRITERIA FOR
CONTRACT RENEWAL, TENURE, AND PROMOTION
STUDENT-ATHLETE ACADEMIC SERVICES
OFFICE OF UNDERGRADUATE EDUCATION
UNIVERSITY OF HAWAI'I AT MĀNOA

Department Procedures Governing Contract Renewal, Tenure, and Promotion

Rev. July 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 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 Student-Athlete Academic Services (SAAS) 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 an application 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: The SAAS Department 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 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 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 application made by the candidate. The request must be received by the AVCUE within a week of the announcement of the potential FPC members.
   c. 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 outline in the Department's *Addendum A: The SAAS Department Criteria for Contract Renewal, Tenure, and Promotion.*

2. <u>For Tenure:</u>

    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. <u>For Promotion:</u>

    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 applications for promotions.

5. The Department Chair shall not participate in any other 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, 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, 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 outside referees in order to maintain confidentiality.

D. Confidentiality and Access to the Dossier Application

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 application is limited at each review step to those individuals deliberating on the dossier application at that step. A candidate is advised to retain a copy of the dossier application 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 document becomes part of the dossier application 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 review. In the letter, the candidate will be informed that materials for tenure should be submitted by 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

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

SAAS 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 the following 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 Mānoa (September 2014)*

3. Information regarding the formation of the DPC/FPC specifically for SAAS specialist faculty may be found in Sections IA and IIA of this document: *Departmental Procedures and Criteria for Contract Renewal, Tenure, and Promotion, Student-Athlete Academic Services, Office of Undergraduate Education, University of Hawai'i at Mānoa.*

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. SAAS candidates identified for five-year review should read the *Procedures for Evaluation of Faculty at UH Mānoa* that describes this review process.

As stipulated by the *Procedures*, appropriate Department leaders will notify those faculty members who are to be reviewed no later than September 1. SAAS candidates identified for five-year review should turn in their review materials (described in the next section) by December 1.

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, 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 *DEPARTMENT CRITERIA AND PROCEDURES FOR CONTRACT RENEWAL, TENURE, AND PROMOTION*:

1. Professional Activities and Functions
2. Scholarly Contributions and Professional Development
3. University and Community Service

Faculty will be expected to continue to perform at the professional level at which they were tenured or to which they have been promoted. Therefore, spcialist faculty will be evaluated according to the general criteria/guidelines 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.

G. Amendments to the Document

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.

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 the 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 FPC/DPC.

ADDENDUM A
THE SAAS DEPARTMENT CRITERIA FOR CONTRACT RENEWAL, TENURE, AND PROMOTION

I.   Introduction

   A. Academic Advising

The profession of academic advising extends beyond helping students chart efficient courses towards graduation. Advising is a developmental teaching method through which advisors help students discover themselves and set personal, educational, and professional goals. Effective advisors foster growth so that advisees learn to autonomously pave concrete pathways through their programs of study, utilize campus resources, and develop into independent thinkers who are active and integrated participants in the college community. Academic advisors holistically mentor students to persist to graduation by facilitating skill and strategy development as well as hone critical thinking skills. Academic advisors additionally help students apply content knowledge learned in coursework and through their collegiate experience, thereby adding an additional dimension to the teaching and learning mission of higher education.

Taken from the National Academic Advising Association (NACADA) Statement of Core Values (2005):

> Academic Advising is an integral part of the educational process and affects   students in numerous ways. As advisors enhance student learning and   development, advisees have the opportunity to become participants in and   contributors to their own education. In one of the most important potential outcomes of this process, academic advising fosters individual potential.[1]

   B. Student-Athlete Academic Services

Student-Athlete Academic Services (SAAS) is an academic advising unit within the Office of Undergraduate Education (OUE). Founded in 1999, SAAS was tasked with supporting the UH Mānoa student-athletes numbering roughly 500 students per year. Student-athletes representing the University of Hawai'i must contend with the most rigorous travel schedule of any collegiate athletic team in the nation. SAAS formed to help student-athletes maintain efficient paths towards fulfilling their chosen degree programs while creating student and learning support programs to foster their continued growth and development. SAAS practices both mandatory and walk-in advising. SAAS academic advisors commonly meet with each of their students multiple times a semester. Academic advisors engage in holistic student-centered advising.

      1. The mission of SAAS is to:
         a. Support the recruitment, retention and graduation of all student-athletes at UHM;

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[1] Adapted from: NACADA: The Global Community for Academic Advising (2005). NACADA statement of core values for academic advising. Retrieved from *NACADA Clearinghouse of Academic Advising Resources* website: http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Core-values-of-academic-advising.aspx

b. Monitor academic eligibility and certification as well as prepare documentation as mandated by the NCAA;

c. Provide comprehensive support services to facilitate students' personal and academic growth and foster increased academic engagement, responsible citizenship and leadership.

2. SAAS Student Learning Outcomes:

As a result of engaging with SAAS, student-athletes:

a. Have an increased awareness of major options and degree requirements and an academic plan for timely graduation.

b. Gain an increased understanding of NCAA academic eligibility requirements.

c. Are aware of academic resources and services on campus (e.g., STAR, tutoring, college and major advising, KOKUA, and Career Services).

d. Build on and develop new learning skills necessary for academic success such as time management, active reading, note-taking/mapping, and study skills.

e. Identify academic strengths and weaknesses and learn effective strategies that suit their particular learning styles.

f. Take advantage of tutorial services in order to gain a better understanding of course content and materials.

C. Though SAAS employs the same holistic, developmental model of advising of many campus advising offices, we are unique in that SAAS advisors:

1. Calculate and project degree completion percentages that determine student-athlete initial and continued eligibility, as mandated by the National Collegiate Athletic Association (NCAA).

2. Possess a working knowledge of the NCAA bylaws that pertain to eligibility and protocols that govern professional practice.

3. Possess a working knowledge of all undergraduate degrees offered and program requirements in addition to graduate programs, and minor and certificate requirements. SAAS advisors continually work with students upon arrival (freshmen or transfer), through exploratory stages and through graduation after (a) major(s) is/are chosen.

4. Both advise students to stay on efficient paths towards graduation, and coordinate learning services for their assigned students that include both programs within SAAS and offered by other campus resources.

5. Frequently travel with their teams and often are involved in coordinating study halls and proctoring examinations.

II. SAAS Department Criteria

Three distinct categories of activities encompass the responsibility of specialist faculty within SAAS: 1) professional activities; 2) professional development and scholarly activities; 3)

service activities. All three categories are briefly defined in this document, and each includes examples of specialist faculty endeavors. These descriptions and examples serve as guidelines only, and not as minimum qualifications for tenure and/or promotion.

SAAS advisors create and oversee various programs and therefore serve different roles and duties within the unit. No two advisors have identical duties and responsibilities. Because of this difference, SAAS specialist faculty are not expected to engage in every activity listed in each category. Each candidate for tenure and promotion should be based on achievement in areas the candidate had been employed to fulfill. Performance within the area of Professional Activities should be weighted most heavily, as it directly serves the mission and objectives of the department. However, faculty specialists are expected to demonstrate proficiency in each of the three categories. In addition, the faculty specialist must meet minimum criteria for tenure and/or promotion as specified by the University of Hawai'i Board of Regents (BOR).

The candidate must meet both the minimum qualifications determined by the E5. 221 for the rank sought and department criteria to be considered for promotion. Promotion extends beyond meeting minimum requirements and acknowledges a candidate's professional growth evidenced by the quality, effectiveness, and continuity of his/her work, and professional contributions.

B. Professional Activities (70% of time)

Support activities encompass a broad spectrum, including direct services, program development, and administrative duties. SAAS faculty engage in sensitive and efficient response to changing student needs. The nature of the support services provided by SAAS necessitates extensive collaboration among department faculty.

1. Direct Services may include, but is not limited to, the following activities:

    - Establish effective working relationships with student-athletes by demonstrating genuine concern and interest in their well-being, as well as a willingness to be helpful and sensitive to their needs.
    - Support the academic success and retention of student-athletes.
    - Provide on-going individual and small group developmental advising for prospective, first-year, and continuing student-athletes.
    - Assist students in clarifying, articulating, pursuing, and attaining academic and life goals.
    - Provide accurate information about institution, college, athletic conference, and NCAA policies and procedures to student-athletes, faculty, coaches, and staff.
    - Provide services for new freshman and transfer student-athletes through orientation programs, workshops, and/or individual appointments.
    - Serve as a Faculty Mentor for at-risk student-athletes to foster academic success and retention.
    - Train and supervise paraprofessional staff of graduate assistants (GAs), tutors, peer-mentors, peer advisors, interns, and/or other support personnel.

- Teach in a variety of settings and formats, on issues relevant to student-athletes and/or within a discipline or beyond disciplinary confines, individually or as a member of a team.
- Develop and conduct assessments, collect and distribute information, prepare formal and informal reports regarding student-athlete needs, preferences and performance for use in making departmental and institutional decisions and policies.

2. Program Development may include, but is not limited to, the following activities:

- Identify and assess student-athlete needs in a systematic manner and respond appropriately in program planning and management.
- Develop and implement support programs to meet the needs of student-athletes including academically at-risk student-athletes who may be under-prepared and/or students with learning differences.
- Monitor and evaluate program progress.
- Develop effective advising tools, assessments, learning aids, brochures and/or program materials for student-athletes and/or staff.
- Educate learning services staff and graduate assistants on program-specific policies and procedures and/or develop training modules and materials.

3. Administration may include, but is not limited to, the following activities:

- Monitor academic eligibility and satisfactory progress of assigned student-athletes according to athletic conference and NCAA policies and procedures and provide the required documentation.
- Consult with coaches and athletic department staff regarding concerns.
- Participate in the development, interpretation, revision, and/or implementation of policies and procedures governing a program or activity.
- Administer, supervise, and/or coordinate programs or services
- Perform general administration (write correspondence, keep records, prepare budgets, etc.)

C. Scholarly Activities and Professional Development (20% of time)

Participation in professional development activities contribute to an advisors' growing professional competency and expertise in (a) particular area(s) of advising and student support services. The foundation of knowledge acquired through these activities informs their advising and prepares the advisor to make contributions to the scholarship in the field of academic and athletic advising within Hawai'i and across the nation. The cycle of professional development, application, and scholarship provides the foundation for fulfilling SAAS department objectives listed previously.

SAAS faculty specialists keep abreast of current trends in the field of advising and support for student-athletes. They do original research, present their findings in workshops and at conferences, and may even write papers both for internal university purposes and for publication

(though faculty specialists in SAAS are not expected to publish). Scholarly contributions and professional development can occur through participation in NACADA (National Academic Advising Association), N4A (National Association of Academic Advisors for Athletics), FYE (Freshman Year Experience), National Association of Student Personnel Administrators (NASPA), College Reading and Learning Association (CRLA), and other student services organizations as well as in the faculty's academic discipline.

1. Professional Development may include, but is not limited to, the following activities:

- Attend or participate in webinars, colloquia, seminars, workshops, meetings, and/or conferences relevant to student support services and experience particularly related to the student-athlete experience.
- Engage in formal study, workshops, meetings, seminars and/or conferences in order to enhance professional competence.
- Engage in formal study, workshops, meetings, seminars and/or conferences in order to enhance professional competence.
- Study for/complete requirements for advanced degree, license, diploma, certification, etc., in a relevant field.
- Remain current with developments and existing programs in order to create and/or improve appropriate retention strategies, outreach programs, and activities that enhance the student experience.
- Remain current with literature and professional associations relevant to area of expertise (e.g., professional organization membership, contributions to professional activities).

2. Scholarly Activities/Evaluation/Research may include, but is not limited to, the following activities:

- Determine needs and interests of targeted service groups through systematic assessment methods.
- Evaluate success, effectiveness, user satisfaction, utilization of program or service through systematic evaluation methods.
- Plan and conduct presentations, workshops or participate in panels/discussion groups for professionals in support services for student-athletes or a related field at professional conferences/seminars.
- Conduct research or other studies, as well as attend or participate in colloquia, seminars and/or workshops
- Compose written/oral reports of results of studies/evaluation/research.
- Present materials for publication in relevant journals, books, etc.
- Engage in professional consultation with colleagues.
- Apply theory to practice through collaborative interchange between researchers and practitioners.
- Participate in collaborative research/grant applications/program development.
- Engage in professional activities that enhance the visibility, image, and prominence of the unit/division/institution.

D. Service (University, Professional, Community) (10% of time)

Service refers to a broad spectrum of activities that are a part of the specialist faculty role. Service activities may take place in various settings: within SAAS, within the University of Hawai'i, or outside of the University of Hawai'i system and should be related to the faculty member's professional expertise and/or responsibilities.

Service activities support and complement the work of SAAS faculty by providing opportunities to promote collegiality, engage in professional development, and hone leadership skills. Service develops a mutually beneficial environment for the university and community to work together, thus contributing to the recognition of the university by external constituencies.

In their service to the university and the community, SAAS faculty may act as consultants on curricular, academic, and developmental issues to the faculty and administration, make presentations, and conduct seminars and workshops for faculty, professionals, and for students. SAAS faculty specialists may serve as active members and officers of academic and support committees or of professional and community organizations.

Service may include, but is not limited to, the following activities:

- Serve as a member or chair of departmental, campus-wide, system-wide committees, or professional organizations.
- Serve on faculty governance bodies or committees.
- Responding to both formal and informal requests for documentation of relevant data, proposals, reviews, and/or reports.
- Serve as a mentor to colleagues, staff, and/or students.
- Serve as the faculty advisor to student groups.
- Act as liaison within or for the university.
- Provide professional service as an officer, board member, or committee chair to the educational community or general public through professional or volunteer organizations.
- Provide professional service to community agencies or the general public, such as serving on boards and committees.
- Organize, chair, or co-chair a conference or conference session.
- Provide service to volunteer organizations in area of expertise.

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. SAAS specialist faculty are not expected to provide evaluative material for each source listed below. However, faculty specialists are expected to demonstrate proficiency in each of the three categories. These may include but are not limited to the following examples.

I.   Professional Activities and Functions
   - Awards and recognition for professional-related activities.
   - Program assessment and results.
   - Evaluations from students.
   - Evaluations by peers or colleagues.
   - Academic advising tools and/or materials developed by the candidate.
   - Training materials developed by the candidate.
   - Workshop outlines and/or syllabi from courses developed or taught.

II.   Professional Development and Scholarly Activities
   - Published or unpublished work related to teaching, advising, program development and evaluation, or an academic discipline, including articles, manuals, handbooks, research reports.
   - Written reports or department presentations of goals, efforts, and results of research and program planning and implementation.
   - Research or program grants.
   - Completed credits, diplomas, transcripts, and/or certificates of completed academic programs.
   - Earning of additional graduate level credits or advanced degrees.
   - Conference presentation outlines and/or evaluations.

III.   Service
   - Statements from committee members and others familiar with the candidate's work on committees, panels, and organizations.
   - Letters of appointment.