

APPROVED:

James D. Kaidash 08-27-10  
UHPA Date

APPROVED:

[Signature] 9/2/10  
Mānoa Chancellor's Office Date

University of Hawaii at Manoa  
College of Education  
Office of Student Academic Services

**GUIDELINES FOR CONTRACT RENEWAL, TENURE, AND PROMOTION**

I. INTRODUCTION

A. Academic Advising

Academic advising is a developmental process that assists College of Education students in clarifying their life/career goals and developing meaningful educational plans to help them attain these goals. Academic advising is a continuous process of clarification and evaluation resulting from questioning and the exchange of information. Students are guided through decision-making processes to help them gain the tools of analysis, synthesis, and evaluation, tools that will enable them to gain critical insights and make sound decisions. Advisors attempt to establish an inviting environment and encourage students to take responsibility and ownership for their own future.

In accordance with the guidelines set forth by the Council for the Advancement of Standards for Student Services (CASS), Development Program in the National Academic Advising Association Standards and Guidelines for Academic Advising, (1988), the following are viewed as goals for academic advising:

Clarification of life and career goals; development of suitable educational plans; selection of appropriate courses and other educational experiences; interpretation of institutional requirements; increasing students' awareness of educational resources available; evaluation of student progress toward established goals; development of decision-making skills; reinforcement of student self-direction; referral to and use of other institutional and community support services, where appropriate; and collecting and distributing student data regarding student needs; preferences, and performance for use in institutional policy making.

Academic advising is a structured service of the College of Education that allows every student the opportunity for on-going, individual interaction with a knowledgeable, caring representative of the College. Therefore, interpersonal communication and counseling skills are essential for professionals in the field of academic advising and are integral components of the advising relationship.

## B. Role of Specialist Faculty

The role of Specialists is defined in the Criteria and Guidelines for Tenure/Promotion Application, University of Hawaii Manoa Campus as follows:

The instructional and research functions of the University in some areas require the support of certain persons with full professional training or experience, but who do not themselves teach or conduct research. Frequently, persons in these positions must be familiar with the processes of teaching and research in order to render required support effectively (September 1994).

While the primary function of faculty members of the Office of Student Academic Services (OSAS) is to provide academic advising services to students, this does not preclude them from formal teaching and research responsibilities. However, since the nature of the specialist's job is fundamentally service-oriented, the primary criterion for evaluation should be the ability to perform such services.

## C. Objectives of the Office of Student Academic Services

The faculty members of OSAS are charged with the responsibility for the recruitment, admission, orientation, advising, graduation, and certification of students. The objectives of the Office include:

1. Provide teacher education information to all interested persons.
2. Provide for the recruitment, selective admission, orientation, retention, graduation, and placement of College of Education students, including the development and processing of all forms and documents necessary in carrying out these functions.
3. Provide all interested students with academic, vocational, and developmental counseling to enhance their realization of personal and professional goals.
4. Maintain accurate student records for use by advisors, college faculty, administrators, and potential employers.
5. Produce accurate reports on admissions, enrollment, graduation, and follow-up studies for use by a wide variety of individuals and agencies.

In addition to sharing similar functions with other student services offices on campus, OSAS is unique in that it: (1) requires and conducts admissions interviews; (2) requires and facilitates admissions testing; (3) requires and facilitates field experiences; (4) requires and evaluates admissions essays; (5) recalculates grade point averages per a College amnesty policy; (6) assumes responsibility for academic advising in the student's major field as well as in general and professional education

requirements; (7) assumes responsibility for post-baccalaureate students enrolled in State-approved initial programs; and, (8) monitors students' program to ensure that they meet teacher licensure requirements and recommends their licensure to the Hawaii Teacher Standards Board.

#### D. Populations Served by the Office of Student Academic Services

It is important to note that the clientele of OSAS includes not only students formally classified in the College of Education, but also a large number of pre-education students, in-service teachers, and other persons exploring the requirements for teaching certification. The primary groups serviced by OSAS are as follows:

1. classified students in the College of Education pursuing the Bachelor of Education (B.Ed.) degree in elementary or secondary education; the Bachelor of Science (B.S.) degree in Kinesiology and Rehabilitation Science; and other initial licensure programs in elementary, secondary, or special education;
2. pre-education students registered in other colleges within the UH system and outside the system;
3. post-baccalaureate students hoping to gain admission to the State-approved teacher education programs;
4. students and/or teachers in the Pacific Basin, including American Samoa and neighboring islands in the State of Hawaii, who wish to complete programs in education;
5. teachers who have completed education programs in other countries, but who must complete a State-approved teacher education program for state licensure at the basic and professional levels;
6. middle and high school students who are interested in becoming teachers; and,
7. other persons interested in completing a College of Education degree.

## II. CRITERIA FOR CONTRACT RENEWAL, TENURE, AND PROMOTION: SPECIALIST IN STUDENT SERVICES

OSAS is an academic support unit that focuses its activities on a wide range of service functions. The quality of each member's performance in these service functions is a major criterion for contract renewal, tenure, and promotion, with appropriate consideration being given to the individual's present and future value to the College of Education.

Job effectiveness will be assessed using self-evaluations as well as evaluations by OSAS colleagues, other College of Education faculty, students in the College of Education, and colleagues in the community, (e.g., personnel from community colleges or from the DOE).

### A. General Duties and Responsibilities for Each Rank

Faculty members are expected to carry out their duties and responsibilities with greater independence as they advance in rank. In addition, the expected level of participation in service activities and professional development activities will be more extensive for those of higher rank.

#### 1. Junior Specialist (S-2)

Duties and Responsibilities: Under considerable supervision by the Director of OSAS, the individual normally has limited latitude for independent judgment in the field of specialization when performing assigned functions and carrying out routine tasks.

#### 2. Assistant Specialist (S-3)

Duties and Responsibilities: Under minimal supervision by the Director of OSAS, the individual normally has latitude for independent judgment in the field of specialization when performing assigned functions and carrying out routine duties.

#### 3. Associate Specialist (S-4)

Duties and Responsibilities: Under only general direction by the Director of OSAS, the individual usually has wide latitude for the exercise of independent professional judgment in the field of specialization when performing assigned functions.

#### 4. Specialist (S-5)

Duties and Responsibilities: Under very limited direction by the Director of OSAS, the individual exercises independent professional judgment in the field of specialization; performs any assigned functions without supervision; plans, organizes and directs programmatic activities; and renders consultative or lecturing services to civic or professional organizations when called upon. In addition, the individual initiates and assumes lead responsibility for the development of new programs and/or services.

#### B. Specific Duties and Responsibilities

The specific duties and responsibilities of specialists in OSAS include a range of activities. Acknowledging the myriad responsibilities undertaken by OSAS and the necessary division of tasks, an individual faculty member's specific duties and responsibilities will include many, but not all, of the activities listed below. There may be additional activities assigned which are not identified below. Those charged with the responsibility of evaluating an individual's performance must recognize that the assignment of tasks will not be identical for each member of the office. In addition, each person should be evaluated on his/her overall performance, since individual specialists are not expected to achieve equally in all areas.

##### 1. PROFESSIONAL ACTIVITIES

Establish effective working relationships with students by demonstrating genuine concern and interest in their well being, as well as a willingness to be helpful and sensitive to their needs.

Provide on-going individual and small group developmental counseling for students in the College.

Assist in the retention of students by counseling those with problems and those referred by the faculty.

Meet with College faculty regarding students and/or curricular concerns.

Correspond with various local, national, and international agencies and individuals requesting information and services.

Plan, develop, and conduct College of Education information sessions for various audiences.

Provide services related to the admission of students into the College.

Perform additional activities, short-term or on-going, as needed.

Maintain data for reporting purposes.

Provide reports to external agencies and internal constituencies.

## 2. SERVICE ACTIVITIES

### a. DEPARTMENTAL SERVICES

Develop and implement advising programs and activities.

Develop brochures and program materials for prospective students.

Participate in the training and supervision of office staff and student assistants.

### b. COLLEGE/UNIVERSITY/COMMUNITY SERVICES

Serve as a member and/or chair of College and/or University committees and/or faculty governance bodies.

Respond to formal and informal requests for documentation of various data.

Collaborate with outside agencies in providing professional services.

## 3. PROFESSIONAL DEVELOPMENT ACTIVITIES

Attend and participate in the development of colloquia, seminars, workshops, or meetings relevant to student services.

Keep abreast of professional literature relevant to student services.

Serve as an active member, committee chair, or officer of a professional organization.

Conduct a workshop or seminar for professionals in student services or a related field.

Engage in professional consultation with colleagues.

### III. PROCEDURES GOVERNING TENURE, PROMOTION AND CONTRACT RENEWAL

The following policies and procedures are to be followed by the Departmental Personnel Committee (DPC) in OSAS for the purposes of tenure, promotion, and contract renewal. These policies and procedures pertain to Bargaining Unit 07 members only. It should be understood that OSAS DPC procedures should be followed in conjunction with the University of Hawaii tenure and promotion policies as well as with the policies established by the University of Hawaii Professional Assembly (UHPA).

#### A. DPC Composition:

##### 1. DPC Membership

All DPC members must be tenured faculty in Bargaining Unit 07. All eligible OSAS faculty members should serve on the DPC.

##### 2. Process for Electing DPC Members

The DPC shall be comprised of three eligible faculty members for the purpose of contract renewal and no less than five members for promotion and/or tenure. No OSAS faculty member undergoing review will be eligible to serve on the DPC that year. The following procedures will be followed when OSAS has fewer than (3 or 5) eligible faculty members who are available to serve on the DPC. In this situation, the Dean, in consultation with the Director shall constitute a Faculty Personnel Committee made up of tenured faculty in the College who have direct knowledge of OSAS work.

##### 3. Election of DPC Chair

The DPC chairperson is elected for a two-year term at the first meeting. The DPC shall elect a chair in the spring semester of the final year's term of office. The DPC chairperson should be a faculty member from OSAS.

## B. DPC Procedures

### 1. General

The final votes on all DPC personnel actions shall be by secret ballot.

The chairperson will provide each DPC member with the candidate's dossier and a copy of both the University and OSAS's Criteria for Contract Renewal, Promotion and Tenure. The DPC chairperson will convene a meeting at which time all DPC members will discuss their assessment of the candidate's dossier and engage in an open dialogue which addresses the candidate's strengths and weaknesses. All DPC proceedings and actions shall be kept confidential.

Comments and all suggestions for improvements will be provided to the candidate. It is the candidate's choice to respond to these suggestions.

The comments of DPC members, with all identifying information removed, will be used by the DPC chairperson to prepare statements for the required DPC written assessments of strengths and weaknesses (to justify a positive or negative recommendation for tenure and/or promotion or contract renewal/non-renewal). After providing a recommendation, the DPC has the option to amend a recommendation if they desire. The Director shall make an independent assessment, which shall be appended to the recommendation, but shall not constitute a separate recommendation.

No new material may be added to the dossier after the deadline. However, updating and clarifying the dossier in response to comments and suggestions is acceptable.

### 2. Procedures for Contract Renewal

(2009-2015 UHPA contract page 22, Article XII, E, 2)

### 3. DPC Procedures for Tenure and Promotion

The candidate is strongly encouraged to have external evaluators review his/her dossier. He/she may submit a list of three to five names and addresses of respected specialists in the field who are not employed at the University of Hawaii Manoa campus. Candidates may also consider external evaluators from outside of the University of Hawaii system who are experts involved in the field and/or related professional organizations, and do not have a personal relationship with the candidate. The Director will also propose a list of three to five names and addresses of specialists. The DPC Chair will select five to six names from both lists. The candidate should not contact external reviewers.



