

Outreach College

Assessment Criteria: Departmental Expectations

Given the relatively small size of each Outreach College department, the Department Personnel Committee is comprised of faculty from each of the four departments involved with programming: International Programs, Summer Sessions, Continuing and Professional Programs and Community Programs.

As with some units on campus, Outreach College faculty are classified as Faculty Specialists (S-faculty). This faculty category serves a variety of functions across campus. Specialists in Outreach College are no exception. As a result, criteria and expectations for contract renewal and promotion are broad and cover a variety of areas.

Specialists are evaluated in three areas: professional activities, scholarly activities and service activities. Listed within each area are examples of responsibilities and tasks for which a faculty member may be responsible, as well as criteria and evidence that may be used for evaluation.

Each Specialist Faculty member should clearly articulate their field of study or area of expertise; this field of study/area of expertise should guide the professional, scholarly and service activities in which the faculty member participates. However, it is recognized, given the unique nature of Outreach College faculty, that the field of study or area of expertise may change over the course of time. Any change should be taken into consideration when assessment criteria are used in a candidate's application whether for contract renewal or promotion.

As a Specialist moves up in rank, they are expected to meet the increasing requirements put forth by the university in terms of time of service and professional responsibility. In addition, they are expected to have an increasing level of versatility and knowledge; a body of work demonstrating productivity and achievement commensurate with the rank sought; and a commitment to and demonstration of leadership in the College, the University and in their field of specialization.

PROFESSIONAL ACTIVITIES

Professional activities encompass approximately 80% of efforts by Outreach College Specialists. These activities are the core of what Specialists do for the university.

- Example categories of professional activities within Outreach College:
 - Participating in program development, management, assessment and evaluation

- Developing and implementing curriculum (must document intellectual involvement in at least 50% of the project)
 - Teaching
 - Providing academic and personal advising and counseling to students
 - Building new or cultivating existing partnerships to enhance student learning and program success
 - Creating brochures, pamphlets, guides, checklists, handbooks, training materials, or other written work associated with one's professional activities
 - Identifying, recruiting, advising and retaining students/participants
 - Investigating and analyzing current national trends and best practices in one's area of specialization
 - If serving as a department head: Managing resources, which may include budgeting, annual planning and fiscal management
- Examples of evidence that may be used to evaluate professional activities:
 - Quantitative course or program data (e.g., student enrollments, number of courses or programs developed, etc.)
 - Qualitative course or program data (e.g., quality of courses or programs developed, accreditation reviews commenting on programs, external course or program profiles, etc.)
 - Evaluations from participants (students, teachers, artists, etc.), including standardized evaluations as well as letters and written comments
 - Program evaluation reports
 - Reports on current national trends and best practices in one's area of specialization that can help improve existing or point to potential new programs in Outreach College
 - Evaluation by peers, both formal and informal, in the form of letters and other written comments
 - Quarterly and annual reports that demonstrate the ability to manage fiscal resources
 - Course modules, course shells, syllabi and other pedagogical materials that clearly indicate the faculty member's own intellectual contribution to the curriculum development
 - Samples of written materials associated with one's professional activities that help the committee understand the faculty member's own intellectual contribution and the impact and reach of the work

SCHOLARLY ACTIVITIES

Scholarly activities encompass approximately 10% of efforts by Outreach College Specialists. Specialists are not expected to generate the same amount of scholarly activity as expected of Research or Instructional faculty. However, there are numerous ways in which an Outreach College Specialist can contribute to the advancement of their field of

expertise. All scholarly activities should connect to the Specialist Faculty member's articulated field of expertise.

- Examples of scholarly activities within Outreach College:
 - Writing or contributing to articles in professional journals. Contributions can include, but are not limited to, peer-reviewed and non-peer-reviewed journal articles, chapters in edited collections, research reports in newsletters from professional organizations, program profiles of successful programs, etc.
 - Participating in academic conferences, including giving presentations, chairing or moderating sessions, and serving as a session respondent
 - Researching and writing grant applications
 - Teaching or leading on-campus workshops
 - Sharing work or experience from conferences through campus forums
 - Editing publications
 - Conducting formal research projects

- Scholarly activities will be evaluated with consideration for the following:
 - Creating one's own original work is weighted more heavily than reviewing or evaluating another's work
 - Peer-reviewed articles are weighted more than non-peer reviewed
 - Journal articles and chapters in edited works are weighted more than newsletter contributions
 - The magnitude of scholarly activity (e.g., length of time required to collect data, nature of analyses, significance to area of specialization) will be used as an evaluative criterion, along with the reach and impact (as measured by citations, reviews, inclusion in syllabi, mentions by professional organizations, etc.)
 - Contribution of scholarly activity to Departmental and/or College endeavors, as demonstrated by feedback from audiences external to Outreach College (e.g., through evaluations, reviews, testimonial letters, etc.)
 - Taking courses or workshops that are specific to one's area of expertise, or completing a professional development certificate, program, or course

- Examples of evidence that may be used to evaluate scholarly activities:
 - Quantitative and qualitative analysis of written or composed scholarly artifacts (i.e., a published article, a published newsletter, a report composed and shared with an appropriate audience, etc.)
 - Reviews or analyses of scholarly artifacts (i.e., a review essay analyzing a published piece, a discussion of a report by a professional organization, etc.)

- Citations, Google Scholar data, impact factor and other qualitative measures of reach and impact for scholarly work
- Inclusion of scholarly work in syllabi, textbooks, professional organizations' websites or newsletters, etc., and other forms of inclusion that demonstrate reach and impact
- Awards or accolades regarding published material
- Responses to submitted grants (whether funded or unfunded)
- Copies of presentations given to local, regional, national, or international audiences at conferences or workshops

SERVICE ACTIVITIES

Service Activities that contribute to the university, professional organizations and the community encompass approximately 10% of a Faculty Specialist's efforts. As the Specialist moves up the ranks and gains experience in their area of expertise, their contacts and associations are expected to grow in number and breadth. All service activities should connect to the Specialist Faculty member's articulated field of expertise and/or to the Outreach College mission to contribute to continuing and professional education.

- Examples of service activities an Outreach College faculty member may participate in:
 - Serving as a Department Personnel Committee member or chair
 - Mentoring junior faculty, graduate and undergraduate students
 - Serving as a Tenure and Promotion Review Committee member, convener, or chair
 - Serving on a College or University committee (including, but not limited to, committees related to personnel, policies, diversity)
 - Serving as a Faculty Senate representative
 - Serving as the advisor for a student organization (examples include, but are not limited to, the Campus Center Board or Student Activities Board)
 - Serving as a volunteer, officer, or advisor for a local, national, or international organization in one's area of expertise
 - Facilitating or co-facilitating a department or college activity such as a brown-bag lunch, community based activity, social event, reading group, writing group, or book club; when the group, event or activity is related to discussions related to professional activities or the growth of a professional nature.
 - Hosting an internal or external speaker who will support professional development for Outreach College faculty
 - Participating in and assisting in the facilitation of student outreach activities (including, but not limited to, the Mānoa Experience)
 - Reviewing a manuscript for a professional journal and/or serving on an editorial board for a journal
 - Participating in accreditation site visit teams or review boards

- Service activities will be evaluated with consideration for the following:
 - University and professional service will be weighted more heavily than community service
 - The magnitude of the service endeavor (e.g., length of participation, significance to area of specialization) will be used as an evaluative criterion

- Examples of evidence that may be used to evaluate service activities:
 - Evidence of mentoring activities and letters of support that indicate impact of mentoring activities
 - Letters from committee chairs articulating the faculty member's service contribution and impact of their committee on the work of the institution
 - Discussions of the impact and reach of a service activity (e.g., audience members' testimonials of the impact of a reading group, writing group, etc., on their own work; number of published pieces resulting from a writing group or book club; positive student commentary about the impact of a student outreach activity; etc.)
 - Awards or accolades from organizations regarding service activities

Junior Specialist (S-2)

I. Policy EP 5.221, Effective October 2014:

Duties & Responsibilities. Under general direction normally with limited latitude for independent judgment in the field of specialization, to perform assigned functions and to carry out routine tasks.

Minimum Qualifications. A Master's degree from a college or university of recognized standing, with work in a field related closely to the position involved; one year of experience, or its equivalent represented by successful practice in the appropriate field.

II. Outreach College Expectations:

The Junior Specialist rank will be primarily focused on professional and administrative activities and is not expected to perform significant amounts of scholarly activity. Service activities should help the faculty member contribute to the overall goals of Outreach College and may begin to include local and/or regional contributions, or contributions to the community, as appropriate.

Assistant Specialist (S-3)

I. Policy EP 5.221, Effective October 2014:

Duties & Responsibilities. Under general direction, and with latitude for

independent judgment in the field of specialization, to perform assigned functions and to carry out routine duties competently; to supervise clerical staff.

Minimum Qualifications. A Master's degree and an additional 30 credits of graduate study beyond the Master's from a college or university of recognized standing, with work in a field relevant to the position involved; at least three years of experience in the appropriate area at the next lower rank, or its equivalent.

II. Outreach College Expectations:

A promotion from Junior Specialist to Assistant Specialist shows increasing responsibilities in professional work, demonstration of some scholarly activity such as conference presentations at local or regional venues, and participation in service roles that contribute to the College and the University. Faculty will also have indicated some evidence of service roles in their area of specialization.

In addition to meeting all of the Outreach College Expectations for Junior Specialist (S-2), the Assistant Specialist must have demonstrated

- Increased responsibility for professional duties that begin to show reach and impact in Outreach College and with its partner organizations, departments and colleges
- Evidence of participation in program and curriculum development, with demonstrated evidence of one's contribution as a team member
- Increased scholarly activity as evidenced by conference presentations and/or publications at the university, local, or regional level
- Increased service roles that demonstrate greater impact, reach, or significance as compared to their service as a Junior Specialist

Associate Specialist (S-4)

I. Policy EP 5.221, Effective October 2014:

Duties & Responsibilities. Under only general direction with wide latitude for the exercise of independent professional judgment in the field of specialization, to perform assigned functions competently.

Minimum Qualifications. A doctorate from a college or university of recognized standing, and in a field relevant to the position involved; at least four years of experience in the appropriate specialty at the next lower rank with demonstrated increasing professional maturity, including at least two years of experience directly related to the current job assignment; demonstrates the ability to plan and organize assigned activities including the output of assistants when appropriate; ability to work effectively with faculty, staff and administrators as necessary.

II. Outreach College Expectations:

A promotion from Assistant Specialist to Associate Specialist shows continued professional growth, more robust scholarly activity, and the beginnings of a leadership role in their field of specialty.

In addition to meeting all of the Outreach College Expectations for Junior and Assistant Specialist (S-2 and S-3), the Associate Specialist must have demonstrated

- Increased evidence of participation in program and curriculum development, with demonstrated evidence of serving as a programmatic and pedagogical leader in this work
- growth in professional contacts and demonstrated knowledge of current trends in one's field of study and knowledge of what partner/peer institutions are doing in response to current trends
- a level of professional achievement that reflects their stature as a contributor to the standards, techniques, and methodology of the profession in comparison with institutional and professional peers active in the same field
- the ability to plan and organize assigned activities and to supervise the work of others, if appropriate
- a record of presentations and publications that advance professional knowledge in one's field at the regional, national, or international level

Specialist (S-5)

I. Policy EP 5.221, Effective October 2014:

Duties & Responsibilities. With the exercise of independent professional judgment in the field of specialization, to perform any assigned functions competently without supervision; to plan, organize and direct programmatic activities, to render consultive or lecturing services to civic or professional organizations as called upon.

Minimum Qualifications. A doctorate from a college or university of recognized standing and in a field relevant to the position involved; at least four years of experience in the appropriate specialty at the next lower rank with demonstrated increasing professional maturity, including at least two years of experience directly related to the current job assignment; demonstrated ability as necessary to plan and organize assigned activities including the work of assistants when appropriate; ability to work effectively with faculty, staff and administrators as necessary; proven ability to conduct research, or to carry out independently major projects of importance to the university and the community.

II. Outreach College Expectations:

A promotion from Associate Specialist to Full Specialist shows a body of work that is of a depth and breadth equal to any faculty at the Full rank, scholarly activity that is shared outside of the College or University, and service that connects with the national and international organizations in their area of specialty.

In addition to meeting all the Outreach College Expectations for Junior, Assistant, and Associate Specialist (S-2, S-3, and S-4), the Specialist must have evidence of

- continued achievement in the field of specialty, with evidence of a body of scholarship and publication that indicates reach and impact in one's field
- participation in professional development activities such as conference presentations, leading workshops, etc., that shows evidence of sustained participation in the intellectual work of one's field of study
- a sustained record of presentations and publications that advance professional knowledge in one's field at the regional, national, or international level and that go beyond what was achieved for the rank of Associate Specialist
- a level of professional achievement that establishes their stature as a substantial contributor to the standards, techniques and methodology of the profession in comparison with institutional and professional peers active in the same field
- demonstrated ability to mentor and develop junior faculty
- a record of productivity and professional maturity in the performance of duties that goes beyond what was achieved for the rank of Associate Specialist