

APPROVED:

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Departmental Procedures and Criteria for
Contract Renewal, Tenure, and Promotion
Mānoa Advising Center
Office of Undergraduate Education
University of Hawai'i at Mānoa

Department Procedures Governing Contract Renewal, Tenure, and Promotion

Rev. 12 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 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 Mānoa Advising Center (MAC) 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: 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 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 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 dossiers 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, 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 document becomes part of the 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

- A. MAC 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 MAC 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, Mānoa*

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. MAC 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. MAC 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, 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's *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

1. 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.
2. 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.
3. 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.
4. 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.¹

B. Role of Academic Advisors in the Mānoa Advising Center (MAC)

1. MAC is part of the Office of Undergraduate Education (OUE). MAC officially serves exploratory students who have not yet declared a major. In addition, due to its location and referrals to the office by other departments on campus, MAC often serves declared or transitioning students with basic information, registration assistance, and referrals to their college/school/major advisors.
2. The number of students served by MAC is constantly fluctuating. In Fall 2008, MAC started with over 4,300 students. As of Fall 2015, MAC serves an estimated total of 1,890 students. The actual number is potentially much higher, since there are a

¹ Adapted from: NACADA: The Global Community for Academic Advising. (2006). NACADA concept of academic advising. Retrieved from *NACADA Clearinghouse of Academic Advising Resources* website:

<http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Concept-of-Academic-Advising-a598.aspx>

number of students with hidden majors (those who have officially declared a major, but are actually still exploring their options).

3. The groundwork for a good academic journey is built on the relationships forged during a student's first years. As one of these early connections, MAC aims to facilitate a smooth academic transition for students, not only to the University, but into their respective majors, schools, and colleges. MAC is not connected to a college or school and therefore does not graduate any student. However, it is an integral part of the University campus, providing support for students as they explore and navigate the important process of selecting their majors and career paths.
4. Based on their expertise of all schools and colleges, MAC academic advisors assisted students in the Ka'ie'ie Degree Pathways Program during 2008 to 2010. Ka'ie'ie is a program in which students are dually enrolled at System community colleges and the University of Hawai'i at Mānoa (UH Mānoa), with access to advising at both campuses. MAC academic advisors helped create program sheets for Ka'ie'ie, that were the predecessors of the present online program sheets and also conducted orientation sessions for incoming Ka'ie'ie students.
5. At its inception, one of the main duties assigned to MAC by upper administration was mandatory advising for all incoming freshmen for each of their first four semesters at UH Mānoa. This group of students comprise roughly half of those assigned to MAC (approximately 53%). As a result, much of the work done by MAC academic advisors has centered on providing students with ways in which to fulfill their mandatory advising requirement every semester.
6. MAC academic advisors encourage students to consider options from a broader perspective, providing them with information on, and an appreciation of, the disciplines and curricula across colleges and schools. As a result, the range of information that the MAC academic advisor must possess is considerable. They acquire a solid, updated working understanding of the 13 undergraduate schools and colleges and over 90 majors that are available to students at UH Mānoa. This requires close cooperation and liaison duties with all colleges/schools, major and administrative/student affairs departments. Furthermore, as a central advising office on campus, MAC provides leadership in coordinating efforts to clarify policies and procedures across campus to benefit students.
7. There are many factors that MAC academic advisors must take into consideration when working with exploratory students since these students have different developmental paths and encompass a continuum of issues and needs. For example, the exploratory student who is just starting to explore his/her options is vastly different from the exploratory student who is trying to decide between several majors. These students represent a broad range, including those who have just begun their major pursuits to those who are proceeding smoothly, to those who have been unable to enter a major due to poor academic performance. Every student is treated as an individual and each situation requires a different advising methodology.
8. MAC academic advisors meet with individual undergraduates during an impressionable time of their academic careers—assisting with the exploration and selection of major field(s) of study that match their interests and goals, and engaging students in the educational planning process. Caseload advising allows academic advisors to establish individualized connections with students and help them to

develop the tools and attitudes necessary to successfully navigate themselves through the remainder of their journey. This component of their academic experience is crucial to student satisfaction and retention, as it encourages the establishment of relationships with individuals and departments within the University and the development of a lasting commitment to UH Mānoa.

C. Objectives of MAC

1. MAC academic advisors are charged with the advising and retention of exploratory students. Their role is to help students find an appropriate major that fits abilities, skills, and interests that will enable them to reach their academic and career goals.
2. Since MAC is the starting point for many incoming students, MAC academic advisors often provide basic services (e.g., registration assistance, course selection, and referrals) for incoming freshmen and transfer students, regardless of their declared major.
3. As a group, MAC academic advisors' responsibilities support MAC's overall objectives, which include the following²:
 - a. Assist students with their transition to the academic community.
 - b. Explore all available avenues to help students learn about academic opportunities.
 - c. Help students develop a realistic self-perception and clarify their academic goals.
 - d. Help students integrate information so they can make well-informed academic decisions.
 - e. Help students select a major that best suits their abilities, interests, and goals.
 - f. Engage students in their academic planning processes to be responsible for their own academic progress and success.
 - g. Provide adequate training and supervision for peer advisors involved in the advising process.

II. Department Criteria

A. Board of Regents (BOR) Minimum Criteria for Promotion

1. To be considered for promotion, the candidate must meet the minimum qualifications established by Executive Policy, E5.221 for the rank to which promotion is sought. The candidate for promotion is referred to minimum qualifications established by the BOR. In addition, the candidate must also meet the criteria as established by the Department. Promotion actually extends beyond meeting the minimum requirements. Promotion is an acknowledgment of the candidate's professional growth as evidenced by the quality, effectiveness, and continuity of the candidate's performance in all three of the following areas:
 - a. Professional Activities and Functions
 - b. Scholarly Contribution and Professional Development
 - c. University and Community Service

² Adapted from: NACADA: The Global Community for Academic Advising. (2005). NACADA statement of core values of 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. Department Criteria for Contract Renewal, Tenure, and Promotion

1. Contract renewal, tenure, and promotion may be recommended on the basis of professional growth as evidenced by the quality, effectiveness, and continuity of the candidate's total contribution to MAC. Documented evidence of effective academic advising is required.
2. The specific duties and responsibilities of academic advisors in MAC include a range of activities. Acknowledging the myriad of responsibilities undertaken by MAC and the necessary division of tasks, an individual academic advisor's specific duties and responsibilities will include many, but not all, of the activities listed below. There also may be additional activities assigned which are not identified below. Those charged with the responsibility of evaluating an academic advisor's performance must recognize that assignment of tasks will not be identical for each member of MAC. In addition, each academic advisor should be evaluated on his/her overall performance, since individual academic advisors are not expected to achieve equally in all areas. However, performance within the area of Professional Activities and Functions should be weighed most heavily since it directly serves the mission and objectives of MAC.
 - a. Professional Activities and Functions (75% of time)
 - i. In performing their professional activities and functions, academic advisors fulfill MAC objectives. See Addendum C for further information on how these duties are assessed. Academic advisors' key responsibility, weighted most heavily, includes activities that provide quality advising to exploratory students through direct advising services and informational materials targeted to these students.
 - ii. While they are directly responsible to meet with students, MAC academic advisors also extend the reach and scope of the advising services provided by careful selection, and rigorous ongoing training of peer advisors, student paraprofessionals who learn the skills and techniques as well as the content knowledge necessary to work with students. The peer advisors not only become valued, knowledgeable, and helpful ambassadors for the University but they develop personal skills that develop their abilities as leaders.
 - iii. MAC academic advisors are also involved in constant improvement of MAC and its services via coordination with other offices and assessment of its work.
 - iv. Each academic advisor is expected to create or further develop an initiative/project/program that helps MAC to improve the services it offers to students. Multiple academic advisors may work on the same initiative or project, but each is expected to further the goals of the project.
 - v. Professional activities and functions include the following types of activities. Acknowledging the myriad of responsibilities undertaken by MAC and the necessary division of tasks, an individual academic advisor's specific duties and responsibilities will include some, but not all, of the activities listed below.
 - A) Provide individual advising appointments and small group advising sessions for exploratory students, as well as assigned groups, such as Army ROTC/Air Force ROTC.
 - B) Oversee and implement academic action for exploratory students.

- C) Develop, plan, and implement appropriate workshops for exploratory students.
 - D) Engage students in their academic planning process.
 - E) Create advising materials, resources, guides, brochures, and websites.
 - F) Coordinate with colleges and schools to ensure a smooth transition of students into majors.
 - G) Partner with key services, such as the Mānoa Career Center, to provide career exploration opportunities for students.
 - H) Train, supervise, and assess peer advisors to be able to independently conduct workshops and advise students one-on-one.
 - I) Train, supervise, and assess front desk student assistants to help students who visit MAC by identifying their needs and appropriately providing them with information or connecting them with advising services.
 - J) Assess individual advisors, programs, and MAC itself in an effort to continually improve the services that are offered.
 - K) Provide outreach to the larger University community and system counterparts to clarify policies and procedures and promote the importance of advising and the curriculum to ultimately benefit students.
 - L) Develop and teach courses for exploratory students.
- b. **Scholarly Contributions and Professional Development (20% of time)**
- i. **Scholarly Contributions**
 - A) As active faculty members of the University community, MAC academic advisors conduct scholarly activities. Through their research activities, academic advisors not only keep current with developments in the advising field, but also foster professional growth and enrich the advisor-student relationship. An academic advisor's active involvement in professional activities also facilitates collegiate informational exchange on the issues pertaining to the University's mission and the effectiveness of its undergraduate curriculum.
 - B) The format and venue of scholarly activities takes various forms, such as making scholarly presentations at conferences, publishing research results in journals and/or conference proceedings, reviewing and editing professional publications, and providing professional consultation with colleagues within and across disciplines. While conducting research in the field of an academic advisor's academic discipline is valuable and thus encouraged, continuous engagement in professional activities in the field of academic advising is considered to be primary. Publishing work is not expected and due to the diverse and complex nature of advising duties, evidence of scholarly activities should not be solely limited to publications.
 - C) If funding support is available, academic advisors are encouraged to give presentations at peer-reviewed regional-, national-, or international-level conferences at least once every two years.
 - D) Scholarly contributions and professional development includes the following types of activities that relate to academic advising. Acknowledging the myriad responsibilities undertaken by MAC and the

necessary division of tasks, an individual academic advisor's specific duties and responsibilities will include many, but not all, of the activities listed below.

- 1) Conduct original research individually and/or in collaboration with other colleagues.
- 2) Present or be invited to present scholarly materials on a topic relevant to academic advising or advising-related field or in an academic advisor's academic discipline at a regional-, national-, or international-level professional conference, colloquium, seminar, webinar, and/or workshops.
- 3) Make written or editorial contributions to academic journals, monographs, and books.
- 4) Publish results, data, or other materials that have been collected for the purpose of program assessment and evaluation.
- 5) Provide professional consultation with colleagues and assist them in developing tools, documents, and/or university guidelines.
- 6) Develop, plan, and implement workshops and seminars that facilitate collegiate informational exchange and/or promote faculty support for undergraduate education and academic advising.

ii. Professional Development

A) Academic advisors are also expected to keep current on advising theories, approaches, and strategies. Particularly in MAC, where academic advisors serve in a campus-wide capacity, it is necessary to be updated on all degree programs and campus resources. As a result, they are expected to participate in opportunities to expand their knowledge and expertise.

B) Acknowledging the myriad responsibilities undertaken by MAC and the necessary division of tasks, an individual academic advisor's specific duties and responsibilities will include many, but not all, of the activities listed below.

- 1) Attend or participate in conferences, workshops, trainings, and seminars in order to enhance professional competence and knowledge in academic advising.
- 2) Take courses and earn advanced degrees or certifications that relate directly to advising or are directly related to the academic advisor's project, program, or initiative.
- 3) Remain current with developments and existing programs and services in order to create and maintain partnerships with departments across campus and the UH System.
- 4) Remain current with literature and professional associations relevant to area of expertise (e.g., professional organization membership, contributions to professional activities, etc.).

c. University and Community Service (5% of time)

i. University and community service complements and supports the functions and goals of MAC academic advisors through the development of leadership, the reinforcement of positive working relationships, and the encouragement of professional development. Service promotes improved communication within

the departments of UH Mānoa and the entire UH System, as well as between the University and broader communities. It provides a mutually beneficial environment that supports interaction at all levels, promotes cooperation and coordination, and contributes to the recognition of the University by external constituencies. A better understanding of community and student needs developed through service permits academic advisors to better engage students in the curriculum and how it relates to them.

- ii. MAC academic advisors serve as consultants on curricular and academic issues and programs to faculty and administration, make presentations, and conduct seminars and workshops for other faculty, professionals, and students throughout the UH System. They facilitate the development, promotion, and maintenance of UH System transfer networks and are active members and officers of academic and support communities and of professional and community organizations.
- iii. Service includes the following types of activities. Acknowledging the myriad responsibilities undertaken by MAC and the necessary division of tasks, an individual academic advisor's specific duties and responsibilities will include many, but not all, of the activities listed below.
 - A) Serve as an active member or chair of departmental, college, university, or system-wide committees or an officer of a professional organization.
 - B) Serve on faculty governance bodies.
 - C) Act as liaison to other colleges, schools, departments, and campuses.
 - D) Provide professional service to community agencies or the general public.
 - E) Serve as a mentor to a junior specialist faculty outside of MAC or serve as a faculty advisor to student organizations.

Addendum B Sources of Evaluation

To judge a candidate's worthiness for tenure, promotion, or contract renewal, the review committee (the Departmental Personnel Committee, Faculty Personnel Committee, or Tenure and Promotion Review Committee, whichever is applicable) evaluates as many as possible of the following data provided by the candidate. The specific duties and responsibilities of academic advisors in MAC include a range of activities. Acknowledging the myriad of responsibilities undertaken by MAC and the necessary division of tasks, an individual academic advisor's sources of evaluation may include many, but not all, of the items listed below:

- I. Professional Activities and Functions
 - A. Evaluations from students, both formal and informal, including standardized evaluations, as well as letters or other written comments.
 - B. Evaluations by peers and colleagues, both formal and informal, including standardized evaluations, as well as letters or other written comments.
 - C. Evaluations of supervisors from student employees, if applicable.
 - D. A selection of academic advising tools and materials.
 - E. A selection of training materials.
 - F. A selection of workshop outlines, course syllabi, and/or course evaluations, if applicable.
 - G. A selection of awards and recognition for academic advising.
 - H. A selection of data compilation from department projects and initiatives.
 - I. Assessments of programs, projects, and initiatives.

- II. Scholarly Contributions and Professional Development
 - A. Evaluations by peers based on their experiences in working with the candidate on research and program activities and through observation of program planning and operation.
 - B. Written reports and department presentations of goals, efforts, and results of research and program planning and implementation.
 - C. Research and travel grants.
 - D. Evaluations of presentations and workshops.
 - E. Published and unpublished work related to teaching, advising, program development, or an academic discipline, including articles, manuals, handbooks, and research reports.³
 - F. Earning of additional credits and advanced degrees at the graduate level.

- III. University and Community Service
 - A. Statements from committee members and others familiar with the candidate's work on committees, panels, and organizations.
 - B. A selection of data compilation from service initiatives.
 - C. Assessments of service initiatives.

³ Publishing is not required for Mānoa Advising Center academic advisors, however, it is considered to be a valuable contribution to the field.

Regular Evaluation Procedures

Mānoa Advising Center (MAC) utilizes the following regular evaluation procedures for all advisors during the academic year:

I. Individual Advising Appointment Evaluations

- A. Evaluations are conducted on a regular basis for in-person and phone appointments. Student responses and written comments are compiled for each advisor. Each advisor is presented with the cumulative data at the end of each semester.**

II. Group Session Evaluations

- A. Evaluations are included in packets for all workshops and sessions. Student responses and written comments are compiled for the sessions. Sessions are sometimes run by peer advisors under the guidance of an academic advisor. Each advisor is presented with the cumulative data for the sessions they are responsible for overseeing at the end of each semester.**

III. Training Evaluations

- A. For supervisors, evaluations by peer advisors and front desk student assistants will be compiled. Each supervisor is presented with cumulative data at the end of each semester.**

Addendum C
Mānoa Advising Center Academic Advisor Workload Equivalencies
for Professional Activities and Functions

Academic advisors' weekly workload for Professional Activities and Functions primarily consists of both direct advising activities and advising services.

Between Fall 2008 and Fall 2015, new academic advisors were initially assigned 25 contact hours. Once academic advisors were assigned a caseload by alpha, this was reduced to 20 contact hours. Prior to Spring 2016, contact hours were divided between appointment and On-Call advising hours, which allowed students direct access to academic advisors on a walk-in basis when an entire appointment block would not be necessary or is not possible; the On-Call advisor provided assistance for relatively quick processes, answered questions, and provided support during emergency situations. The ratio between appointment hours and On-Call advising were adjusted depending on the staffing situation at Mānoa Advising Center (MAC).

As of Spring 2016, On-Call was eliminated and all contact hours were converted to appointment hours and teaching time. As of Summer 2016, appointment hours were adjusted to 15 hours per week to accommodate teaching time.

Direct Advising Activities

The majority of these hours consist of individual appointment times, but the following, which are considered direct advising activities, are acceptable substitutes for individual appointments:

1. On-Call advising.
2. Presentation/facilitation of standard Department group sessions.
3. Presentation/facilitation of courses, workshops, or presentations on advising.
4. Training in the service of the Department.
5. Front desk coverage.

Note: If an advisor needs to change her/his daily individual appointment schedule (for other than leave time or holidays), s/he must make up that time, preferably within the same week. In order to maintain the integrity of the appointment calendar, advisors should try to make any changes at least two full days in advance.

In instances in which an academic advisor conducts department-related activities beyond the scope of the workday, the advisor may count these hours as "release time" to be released during the work day within the subsequent month for the equivalent amount of time served.

In an effort to assist as many students as possible, the office switches to a first come, first served walk-in advising format during high demand periods. These high demand periods occur approximately 6 weeks per year. During these periods, advisors must be available for walk-ins Mondays through Fridays, from 08:30 A.M. to 03:00 P.M.⁴

⁴ All students who are present at the time of closing are served that day. Academic advisors should be available for walk-ins until all students are assisted. The remaining time is reserved for necessary follow-up as well as other ongoing projects.

Taking academic actions require participation of the entire Department and is conducted after the posting of grades for the fall and spring semesters. MAC academic advisors work exclusively on this administrative project during these periods. During these times, academic advisors must be available Mondays through Fridays from 08:30 A.M. to 04:30 P.M. and should have no outside commitments.

Related Advising Services

The following are examples of related advising services that may be performed during any given week. Services 1 through 3 count as Professional Activities and Functions and contribute to the academic advising mission of MAC, but are not direct advising activities and therefore not substitutable for individual appointments. The last item is considered University Service and as such, is not a direct advising activity and not substitutable for individual appointments.

1. Department meetings.
2. Project maintenance and development.
3. Administrative duties, including petition committees, and assigned projects.
4. University of Hawai'i at Mānoa campus-wide committee meetings.