

APPROVED:

James D. Kandaok 4/3/2019  
Date

UHPA

APPROVED:

Mānoa Chancellor's Office 4/2/19  
Date

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**DEPARTMENTAL PROCEDURES &  
CRITERIA FOR CONTRACT RENEWAL, TENURE AND PROMOTION  
MĀNOA TRANSFER COORDINATION CENTER  
OFFICE OF UNDERGRADUATE EDUCATION  
UNIVERSITY OF HAWAI'I AT MĀNOA**

**DEPARTMENT PROCEDURES GOVERNING CONTRACT RENEWAL, TENURE  
AND PROMOTION**

*Revised 16 March 2018*

**I. PROCEDURES FOR CONTRACT RENEWAL**

**A. Composition of the Departmental Personnel Committee (DPC / 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 do not contain enough tenured members to form a departmental personnel committee (DPC), the Assistant Vice Chancellor for Undergraduate Education (or his/her designee) will, in consultation with the directors/department chairs of each unit, form joint OUE faculty personnel committees (FPC) for all units in a given year.
  - a. Until there are enough faculty in OUE to form a FPC, 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 UHM tenured full-time faculty from related disciplines.
  - b. Individual candidates will be given an opportunity to request exclusion of 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 Assistant Vice Chancellor for Undergraduate Education (or his/her designee) 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 BOR/UHPA Agreement.

2. For MTCC faculty specialists, 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 document that gives an overview of accomplishments and work in progress to assist the personnel committee 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

In general, a specialist faculty's contract may be renewed if (1) performance of assigned duties has been rated satisfactory; (2) there is a continuing need for her/his services, particular knowledge, and/or skills; and (3) 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.

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 FPC or DPC committees will be selected. Those individuals selected 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 FPC or DPC reviews the document submitted by the candidate and submits their assessment and recommendation, which is provided 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 FPC or DPC. The Chair then makes an independent assessment and completes a written recommendation about the candidate.

3. The recommendation of the FPC or DPC and the Chair will be made available to the candidate for review.
4. The candidate meets with the Chair and reviews the written recommendations of the FPC or DPC and the Chair.
5. The entire document and recommendations are forwarded to the Assistant Vice Chancellor for Undergraduate Education (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 & PROMOTION**

### **A. Formation of the Department or Faculty Personnel Committee (DPC / FPC)**

1. The DPC will consist of five tenured faculty members whose eligibility is determined current BOR/UHPA agreement. Committee members will serve for a period of one year.
2. As individual units under the Office of Undergraduate Education do not contain enough tenured members to form a departmental personnel committee (DPC), the Assistant Vice Chancellor for Undergraduate Education (or his/her designee) will, in consultation with the directors of each unit, form joint OUE faculty personnel committees (FPC) for all units in a given year.
  - a. Until there are enough faculty members in OUE to form a FPC, 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 UHM tenured full-time faculty from related disciplines.
  - b. Individual candidates will be given an opportunity to request exclusion of 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 Assistant Vice Chancellor for Undergraduate Education (or his/her designee) 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**

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*.

1. **For tenure:** The general reasons for granting tenure are that the University has concluded that the candidate (1) is and will continue to be a productive and valuable member of the unit, (2) has shown a pattern of continuing professional growth that is positive, and (3) will contribute toward meeting a long-term need of the institution because of the individual's professional specialty and services. 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*.
2. **For promotion:** In order to be considered for promotion, the candidate must meet the minimum qualifications established by the Board of Regents 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*.
3. Only Faculty Members of equal or higher rank to which the applicant is applying for can vote on dossiers for promotions.
4. The director shall not participate by voice, vote or presence, or in any other form of communication, in the deliberations of the FPC over individual tenure and promotion deliberations.

C. **External Referees for Tenure/Promotion**

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 addresses of individuals who work in the field of transfer services and/or academic advising, are not in the UH-system, and are 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 to the rank to which the candidate is applying for or a higher one. The candidate should not contact the possible external evaluators.

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

During deliberations, members of the FPC or DPC, and those in supervisory and administrative positions within the unit 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.

Information provided by external reviewers will be kept confidential. Any material submitted to the FPC or DPC relating to an individual's application becomes part of the application and must be retained and go forward with the document. In addition, no anonymous material will be accepted at any level of deliberation.

#### E. Timeline

1. In September the FPC or DPC committees will be selected. Those individuals selected 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 referees, 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 for Contract Renewal, Tenure/Promotion Application, University of Hawai'i at Mānoa*. At the FPC/DPC level, all final voting will occur by secret ballot.

### **III. GUIDELINES AND PROCEDURES FOR FIVE-YEAR REVIEW**

A. The Mānoa Transfer Coordination Center (MTCC) at the University of Hawai'i at Mānoa (UH Mānoa) hereby establishes the following procedures for review of its tenured Faculty Specialists. The guidelines that follow refer to and summarize parts of three different preexisting documents:

1. *Procedures for Evaluation of Faculty at UH Mānoa (Revised 2014)*
2. *Criteria and Guidelines for the Faculty Tenure/Promotion Application, University of Hawai'i at Mānoa (September 2014)*

3. Information regarding the formation of the DPC/FPC specifically for MTCC 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 Transfer Coordination 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. MTCC candidates for five-year review should read the Procedures for Evaluation of Faculty at UH-Mānoa (Revised 2014) that describes this review process.
  - C. As stipulated by the Procedures, appropriate unit leaders will notify, no later than September 1, those faculty members who are to be reviewed. MTCC candidates for five-year review should turn in their review materials (described in the next section) by December 1.
  - D. Faculty Specialists identified for five-year review will submit a curriculum vita, resume, or professional profile describing their professional activities since the last review (application for tenure or promotion, five-year review, etc.). This written document should reflect the unit's mission, requirements, and expectations for the specialist's rank or classification. Materials submitted by Specialists 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 Faculty Specialists will continue to perform at the professional level at which they were tenured or to which they have been promoted. Therefore, Faculty Specialists 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 (Revised July 2016). 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)
      - Professional achievement and productivity.
      - Professional growth in the specialty.
      - Service to the professional and lay communities.
      - Ability to work effectively with faculty, staff and administrators.
    2. Assistant Specialists (S-3)

- Competence, productivity and continued professional achievement and maturity.
- Performance of duties calling for independent professional judgment in the field of specialization.
- Indication of the capacity to supervise clerical help as appropriate.

3. Associate Specialists (S-4)

- Continued professional maturity in the professional specialization.
- Ability to competently exercise independent professional judgment.
- Ability to supervise the work of assistants as appropriate and to plan and organize assigned activities.
- Professional achievement that reflects his or her stature as a contributor to the standards, techniques and methodology of the profession.
- Interaction with the broader professional community beyond UH-Mānoa.

4. Specialists (S-5)

- Continued productivity and professional maturity.
- Ability to competently exercise independent professional judgment.
- Evidence of successful planning and organization of assigned activities, including the supervision of assistants if appropriate.
- Professional achievement that establishes his or her stature as a substantial contributor to the standards, techniques and methodology of the profession.
- Evidence of significant interaction and leadership with the broader professional community beyond the University.

**IV. AMENDMENTS TO THE DOCUMENT**

- A. As indicated in the current BOR/UHPA Agreement, amendments to the Department Procedures Governing Contract Renewal, Tenure, and Promotion procedures may be recommended from time to time at the discretion of the Department.
- B. The proposed amendments shall be sent through the Assistant Vice-Chancellor for Undergraduate Education and UHPA, to the appropriate Vice-Chancellor for review and approval, which shall not be unreasonably withheld. Approved amended procedures shall be filed with the UHPA and the Assistant Vice-Chancellor for Undergraduate Education. 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 MĀNOA TRANSFER COORDINATION CENTER OFFICE OF UNDERGRADUATE EDUCATION UNIVERSITY OF HAWAI'I AT MĀNOA

#### I. INTRODUCTION

##### A. Mānoa Transfer Coordination Center

1. Transfer students are an essential population in four-year institutions. In Fall 2013, 892 students transferred from the University of Hawai'i community colleges (UHCC) into University of Hawai'i at Mānoa (UHM).<sup>1</sup> Yet, transfer students are frequently overlooked. There are numerous programs and services available to first time freshmen while transfer students have few if any similar resources. Many assume that since transfers already have college experience at their previous institution they don't need additional assistance in the transfer process.
2. At UHM, transfer students have made up approximately 47-48% of each entering fall class for the last five years.<sup>2</sup> As such, transfer support services are sorely needed. As part of the University of Hawai'i system, transfer from the UHCC's is common and students need assistance in the transition between system institutions. The Mānoa Transfer Coordination Center (MTCC) was established in Spring 2014 to meet this need. The MTCC is the first dedicated resource center for community college transfer students on campus and the UHM transfer specialists are the first dedicated transfer counselors to work with students and faculty at both the sending and receiving institutions.
3. The MTCC serves transfer students participating in the Ka'ie'ie Degree Pathway Program. Students in the Ka'ie'ie program are dually admitted and dually enrolled at a UHCC and UHM, with access to advising and resources at both campuses. The program operates under a Memorandum of Understanding (MOU) between participating UHCC campuses and UHM. The purpose of the Ka'ie'ie program is to promote cooperative and successful undergraduate educational experiences, to better serve transfer students, and to provide all students the information they need to transfer successfully to UHM and to complete their academic goals.

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<sup>1</sup> Data from Institutional Research and Analysis Office

[https://www.hawaii.edu/institutionalresearch/transferAcadHstReport.action?SEMESTER=2013-8&CAMPUS=MAN&drillThruLevel=&aggllevel=&reportId=MAPS\\_TRANSFER\\_ACADHST&campusContext=&drillId=&VALUE=&exportType=&drillValue=&drillTarget=](https://www.hawaii.edu/institutionalresearch/transferAcadHstReport.action?SEMESTER=2013-8&CAMPUS=MAN&drillThruLevel=&aggllevel=&reportId=MAPS_TRANSFER_ACADHST&campusContext=&drillId=&VALUE=&exportType=&drillValue=&drillTarget=)

<sup>2</sup> Data from Institutional Research and Analysis Office

[https://www.hawaii.edu/institutionalresearch/enrT05Report.action?IRO\\_INST\\_AND\\_UHCC=MAN&SEM\\_YR\\_IRO=2012-8&ETHNICITY\\_TOGGLE=ALL\\_ETHNICITY&MAJOR\\_TOGGLE=ALL\\_MAJORS&drillThruLevel=&aggllevel=&reportId=ENRT05&campusContext=&drillId=&VALUE=&exportType=&drillValue=&drillTarget=](https://www.hawaii.edu/institutionalresearch/enrT05Report.action?IRO_INST_AND_UHCC=MAN&SEM_YR_IRO=2012-8&ETHNICITY_TOGGLE=ALL_ETHNICITY&MAJOR_TOGGLE=ALL_MAJORS&drillThruLevel=&aggllevel=&reportId=ENRT05&campusContext=&drillId=&VALUE=&exportType=&drillValue=&drillTarget=)



4. The Ka'ie'ie program was launched in Fall 2008 as a partnership between Kapi'olani Community College and UHM to ease the transfer between the campuses and support timely graduation. In 2013, three additional UHCC's established MOUs with UHM to expand the Ka'ie'ie program to their campuses: Honolulu Community College, Leeward Community College, and Windward Community College. UHM transfer specialists were hired and assigned to work with the participating UHCC campus(es). UHM transfer specialists split their time between their assigned community college campus(es) and the MTCC at UHM in order to serve students at both ends of the transfer pathway and participate in the academic community at UHM.

#### B. Role of Transfer Specialist in MTCC

1. The Mānoa Transfer Coordination Center (MTCC) is part of the Office of Undergraduate Education. The MTCC officially serves students transferring from a participating UHCC to UHM through the Ka'ie'ie Degree Pathway Program. The MTCC provides a designated center for Ka'ie'ie transfer students, offering appropriate referrals as well as transfer student specific knowledge and resources. The UHM transfer specialists work with UHM faculty, staff, and administrators to increase knowledge and awareness of transfer matters, advocate for transfer students, remain current on university policies and procedures, and build campus-wide connections. In addition, transfer specialists participate in the UHM campus community via committee membership and university service.
2. The transfer specialist's role is unique in that it is one of few positions where a faculty member is employed by one UH institution and is assigned to work at another campus. The presence of the UHM transfer specialist on the UHCC campus bridges the gap between the diverse campus cultures and assists with the development of strong working relationships. Collaborating with UHCC colleagues to serve our shared student population strengthens these partnerships. Communication between the UHCC campuses and UHM is another area of importance because policies and procedures vary greatly between campuses.<sup>3</sup>
3. Beyond working with colleagues on the UHCC campuses, the transfer specialists also assist students in their quest to transfer to UHM and graduate with a bachelor's degree. In this area of responsibility, the transfer specialists' work is grounded in the academic advising field. 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.

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<sup>3</sup> <http://blog.ung.edu/transferinstitute/files/2012/09/7-Flaga-CC-transitions.pdf>

4. 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.<sup>4</sup> The transfer specialists' advising responsibilities include knowledge of UHCC and UHM policies, procedures, and programs. This valuable knowledge increases the accuracy of the transfer process by preventing misadvising and increasing communication between campuses.

### C. Objectives of the Mānoa Transfer Coordination Center

1. UHM transfer specialists contribute to the retention of UH system transfer students in the Ka'ie'ie Degree Pathway Program. Their role is to ease the transition of students by collaboratively working with their assigned community college campuses and connecting students to their respective major/college/school advisor and resources at UHM.
2. UHM transfer specialists are responsible for the tracking of Ka'ie'ie students, which includes persistence, academic progress, and graduation.
3. As a group, UHM transfer specialists' responsibilities support the Center's overall objectives, which include the following<sup>4</sup>:
  - a. Assist students with their transition to the UHM academic community.
  - b. Develop and maintain effective working relationships with students, faculty, staff, and administrators at both UHCC campuses and UHM.
  - c. Provide and create transfer information and resources to staff, faculty, and administrators at both UHCC campuses and UHM.
  - d. Make appropriate referrals to enable students to achieve their goals.
  - e. Help students integrate information so they can make well-informed academic decisions.
  - f. Engage students in their academic planning processes to be responsible for their own academic progress and success.

## II. DEPARTMENT CRITERIA

### A. Board of Regents Minimum Criteria for Promotion

To be considered for promotion, the candidate must meet the minimum qualifications established by the Board of Regents (BOR) Executive Policy 5.221 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

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<sup>4</sup> Adapted from: National Academic Advising Association (2006). NACADA concept of academic advising. <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Concept-of-Academic-Advising-a598.aspx>

professional growth as evidenced by the quality, effectiveness, and continuity of the candidate's performance in all three of the following areas:

1. Professional activities and functions;
2. Scholarly contribution and professional development; and
3. University and community service.

**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 the MTCC.
2. The specific duties and responsibilities of transfer specialists in the MTCC include a range of activities. Acknowledging the myriad of responsibilities undertaken by the Center and the necessary division of tasks, an individual specialist's specific duties and responsibilities will include some, 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 a specialist's performance must recognize that assignment of tasks will not be identical for each member of the MTCC. In addition, each specialist should be evaluated on his or her overall performance, since individual specialists are not expected to achieve equally in all areas. However, performance within the area of Professional Activities should be weighed most heavily since it directly serves the mission and objectives of the Center.

**a. Professional Activities and Functions (75%)**

i. In performing their professional activities and functions, UHM transfer specialists fulfill the MTCC objectives. Their primary responsibilities include serving as UHM's liaison to an assigned UHCC campus(es) with the Ka'ie'ie program and ensuring that transfer students connect with the appropriate advisors, resources, and services at UHM.

ii. Professional activities and functions include the following types of activities. Acknowledging the myriad of responsibilities undertaken by the Center and the necessary division of tasks, an individual specialist's specific duties and responsibilities will include some, but not all, of the activities listed below.

- 1) Organize regular meetings with UHM college & school representatives to exchange updated information to facilitate the smooth transition of Ka'ie'ie students into UHM majors.

- 2) Collaborate with UHCC colleagues to create transfer workshops and events, and transfer tools and resources.
- 3) Serve as contact person for inquiries by students, advisors/counselors, faculty, and staff from both UHCC's and UHM.
- 4) Coordinate and administer the Ka'ie'ie program.
- 5) Conduct and monitor Ka'ie'ie mandatory advising.
- 6) Coordinate transfer workshops and online orientations for Ka'ie'ie students.
- 7) Coordinate UHM departmental advisors' and UHCC counselor sessions for training.
- 8) Create and maintain the Ka'ie'ie and MTCC websites.
- 9) Advise transfer students regarding transfer admission, academic programs, individual academic plans, and refer to appropriate resources as needed.
- 10) Supervise student ambassadors, student workers, and other assistants as needed.
- 11) Assess individual transfer specialists, workshops, sessions and programs, and the MTCC itself in an effort to continually improve the services that are offered.
- 12) Develop and implement projects that contribute to the mission of the MTCC.
- 13) 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.

**b. Scholarly Contributions and Professional Development (20%)**

As active faculty members of the University community, the MTCC transfer specialists conduct scholarly activities. Through their research activities, specialists keep current with developments in the advising and transfer services fields. This promotes professional growth and enriches the specialist-student relationship. A specialist's active involvement in professional activities also facilitates collegiate informational exchange on the issues pertaining to the University's mission and the effectiveness of the undergraduate curriculum.

The format and venue of scholarly activities takes various forms, such as conducting 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 a specialist's academic discipline is valuable and thus encouraged, continuous engagement in professional activities in the fields of academic advising and/or transfer services is considered to be primary. Due to the diverse and complex nature of transfer specialist duties, evidence of professional activities should not be limited to publications.

Scholarly contributions and professional development includes the following types of activities that relate to academic advising and transfer services. Acknowledging the myriad responsibilities undertaken by the MTCC and the necessary division of tasks, an individual specialist's specific duties and responsibilities will include some, but not all, of the activities listed below.

i. Scholarly Contributions

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

ii. Professional Development

- 1) Take courses and earn advanced degrees or certification.
- 2) Participate in workshops, seminars, and webinars to enrich specialists' knowledge in related areas.
- 3) Attend training sessions provided by the university system and professional organizations.
- 4) Membership in appropriate professional organizations.

iii. University and Community Service (5%)

- 1) University and community service complements and supports the functions and goals of the MTCC specialists 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 UHM and the entire UH system, as well as between the University and broader communities. It provides a mutually beneficial environment, which 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 specialists to better engage students in the curriculum and how it relates to them.

- 2) The MTCC specialists 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.
- 3) Service includes the following types of activities. Acknowledging the myriad responsibilities undertaken by the Center and the necessary division of tasks, an individual advisor's specific duties and responsibilities will include some, 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 officer of a professional organization.
  - B) Serve as a faculty volunteer or reviewer in assistance to UHM departments, schools, colleges, and programs.
  - C) Serve on faculty governance bodies.
  - D) Serve as faculty advisor to student organizations.
  - E) Serve as a mentor to a junior specialist faculty outside of the MTCC.
  - F) Provide professional service to community agencies or the general public.

## APPENDIX B

### SOURCES OF EVALUATION

To judge a candidate's worthiness for tenure, promotion, or contract renewal, the review committee (the FPC, DPC or TPRC, whichever is applicable) evaluates as many as possible of the following data provided by the candidate. This may include, but is not limited to:

- I. Professional Activities and Functions
  - A. Evaluations by peers and colleagues, both formal and informal, including standardized evaluations, as well as letters or other written comments.
  - B. Evaluations from students, both formal and informal, including standardized evaluations, as well as letters or other written comments.
  - C. A selection of academic advising and transfer tools and materials.
  - D. A selection of training and outreach materials
  - E. A selection of workshop outlines or course syllabi, if applicable.
  - F. A selection of awards and recognitions.
  - G. Assessments of programs, projects, and initiatives.
  - H. A selection of data compilation from department 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. Evaluations of presentations and workshops.
  - D. Published and unpublished work related to teaching, advising, program development, or an academic discipline, including articles, manuals, handbooks, research reports, websites, book reviews, etc<sup>5</sup>.
  - E. Research and travel grants.
  - 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.

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<sup>5</sup> Publishing is not required for the Mānoa Transfer Coordination Center specialists, however, it is considered a valuable contribution to the field.

## Formal Evaluation Procedures

The MTCC utilizes the following formal evaluation procedures for all specialists during the academic year.

### A. *Individual Advising Session Evaluations*

Voluntary evaluations are conducted at the end of each advising session. Student responses and written comments are compiled for each specialist.

### B. *Group Session Evaluations*

Evaluations are included in packets for most workshops and sessions. Attendee responses and written comments are compiled. Sessions may be conducted by student ambassadors, peer mentors, under the guidance of a specialist. Each specialist receives the cumulative data for the sessions they are responsible for overseeing at the end of each semester.

### C. *Training Evaluations*

Specialists conduct regular training sessions for counselors, advisors and other colleagues to keep current on Ka'ie'ie and UHM policies and procedures. Evaluations from these sessions will be compiled.

For supervisors, evaluations by student ambassadors, peer mentors, and front desk workers when applicable will be compiled. Each supervisor is presented with cumulative data at the end of each semester, when applicable.

### D. *Exit Survey*

Each semester Ka'ie'ie students who have transferred and completed one semester at UHM are surveyed to assess program outcomes. This survey is anonymous and voluntary. The results are compiled and the MTCC team receives the cumulative data.



## **APPENDIX C**

### **MTCC SPECIALIST WORKLOAD EQUIVALENCIES**

#### **For Professional Activities and Functions**

Specialists' workload for Professional Activities and Functions primarily consists of liaison and program development activities and advising/related services. Liaison and program development and advising are intertwined and require all components to implement Ka'ie'ie and develop the MTCC. Specialists are placed on one or more campuses besides the MTCC at UHM and are typically housed in the counseling department of the assigned community college campus(es) in order to meet Ka'ie'ie program and UHM transfer student needs.

Specialists' workload is approximately 60% liaison and program development activities and 40% advising/related services. The breakdown of hours spent on each of these tasks varies according to the student and program needs. During peak advising periods, such as the beginning of each semester and during registration weeks, advising students will be a primary duty. During other times in the academic cycle, specialists will focus more on liaison and program development activities.

#### **LIAISON AND PROGRAM DEVELOPMENT ACTIVITIES**

Liaison and program development activities consist of the following duties and responsibilities:

1. Manage inquiries from students, advisors/counselors, faculty and staff.
2. Investigate and assist in the resolution of difficult transfer student situations.
3. Coordinate Ka'ie'ie services with Student and Academic Affairs units such as TRIO Programs, International Student Services, Native Hawaiian Student Services, etc.
4. Collaborate with offices of Admissions, Records, and Counseling/advising at both UHM and assigned UH community college(s) to address Ka'ie'ie program implementation and administration.
5. Attend Ka'ie'ie implementation team meetings.
6. Teach Ka'ie'ie students the importance of seeking appropriate assistance and refer them to UHM academic departments and resources.
7. Organize and conduct training for UHM advisors, UHCC counselors, peer advisors, faculty, staff, and ancillary services to ensure consistency.
8. Coordinate UHM departmental advisors' visits for advising, transfer workshops and orientations for Ka'ie'ie and other potential transfer students.
9. Create and revise Ka'ie'ie program documents and resource materials.
10. Present information sessions and workshops in targeted classes and other settings.
11. Develop marketing materials to promote Ka'ie'ie on the UHCC campuses.
12. Create/maintain the Ka'ie'ie and transfer websites in coordination with campus and system marketing and communications offices.
13. Coordinate ongoing assessment of the Ka'ie'ie program.

## **ADVISING/RELATED SERVICES**

The following are examples of advising/related services that may be performed during any given week. Services 1 through 4 count as Professional Activities and Functions and contribute to the mission of the MTCC but are not liaison and program development activities. The last item is considered University service, but again, is not a liaison and program development activity.

1. Provide walk-in and appointment advising for Ka'ie'ie students.
2. Provide assistance and advising to all UHM transfer students.
3. Conduct Ka'ie'ie orientations and workshops.
4. Conduct general transfer and Automatic Admission workshops.
5. Conduct and monitor Ka'ie'ie mandatory advising.
6. Assist students with Ka'ie'ie mandatory academic planning.
7. Participate in UHM campus-wide committee meetings.