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**DEPARTMENTAL PROCEDURES & CRITERIA  
FOR CONTRACT RENEWAL,  
TENURE, AND PROMOTION  
AND FIVE-YEAR REVIEW**

**HONORS PROGRAM  
OFFICE OF UNDERGRADUATE EDUCATION  
UNIVERSITY OF HAWAI'I AT MĀNOA**

Revised 19 March 2018

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

**1) PROCEDURES FOR CONTRACT RENEWAL**

- a) Formation of the Departmental Personnel Committee (DPC) or Faculty Departmental Personnel Committee (FPC)
  - i) The DPC will consist of five or more tenured faculty who will serve for a period of one year.
  - ii) 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 (AVCUE) 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.
    - (1) Until there are enough faculty in OUE to form an 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.
    - (2) 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 the faculty member's fair evaluation of a contract renewal application made by the candidate. The request must be received by the AVCUE (or his/her designee) within a week of the announcement of the potential FPC members.
  - iii) 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

- i) 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.
- ii) For Honors Program (HP) 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:
  - (1) Provide the candidate an opportunity to prepare an application that gives an overview of accomplishments and works in progress to assist the DPC/FPC in assessing strengths and weaknesses.
  - (2) 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

- i) 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.
- ii) 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

- i) In September, the FPC or DPC committees will be selected. Those selected individuals will be asked to serve on their respective committees for a period of one year.
- ii) 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

- i) The FPC/DPC reviews the document submitted by the candidate and submits their assessment and recommendation to the Director/Department Chair. All final voting will occur by secret ballot.

- ii) The Department Chair or Director reviews the assessment and recommendation of the FPC or DPC, and the material submitted by the candidate. The Chair/Director then completes an independent written recommendation regarding the candidate.
- iii) The assessment and recommendation of the FPC or DPC and the Chair/Director will be made available to the candidate for review.
- iv) The candidate meets with the Chair/Director and reviews the written assessment and recommendation of the FPC or DPC and the Chair/Director.
- v) The entire document, assessment and recommendations are forwarded to the AVCUE.
- vi) The AVCUE, based on all the evidence, assesses and decides on contract renewal, completes the appropriate form, and notifies the candidate.

## **2) PROCEDURES FOR TENURE & PROMOTION**

- a) **Formation of the Department Personnel Committee (DPC) or the Faculty Personnel Committee (FPC)**
  - i) 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.
  - ii) 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 (AVCUE) or his/her designee, will, in consultation with the directors of each unit, form joint OUE FPCs for all units in a given year.
    - (1) 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.
    - (2) 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 the faculty member's fair evaluation of a tenure or promotion dossier made by the candidate. The request must be received by the AVCUE (or his/her designee) within a week of the announcement of the potential FPC members.
  - iii) 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**
  - i) 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
  - (a) is and will continue to be a productive and valuable member of the unit,
  - (b) has shown a pattern of continuing professional growth that is positive, and
  - (c) will contribute toward meeting a long-term need of the institution because of the individual's professional specialty and services.
  - (d) The applicant must also meet additional criteria established by the department.
  - (e) 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:
  - (a) 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.
  - (b) The applicant must also meet additional criteria established by the department.
  - (c) 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 of the applicant can vote on dossiers for promotions.
- (4) The director/chair shall not participate by voice, vote or presence, or in any other form of communication, in the deliberations of the DPC over individual tenure and promotion deliberations.

**c) External Referees for Tenure/Promotion**

- i) As part of the tenure/promotion process, external evaluations of each candidate's work will be included in the document.
  - (1) The candidate will be asked to provide the Department Chair with five names and addresses and email addresses 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 Chair will also create a similar list of individuals.
  - (2) It is the obligation of the Department Chair to secure an equal number of external evaluations from both lists.
  - (3) An external evaluator should hold a position equivalent to the rank to which the candidate is applying for or a higher one.
  - (4) The candidate should not contact the possible external evaluators regarding the tenure and promotion process.
  - (5) The same basic cover letter soliciting the evaluation should be sent to each evaluator.

- (a) The Department Chair should keep a copy of each letter.
- (b) A curriculum vita will be included with the letter as well as other supporting materials, selected by the candidate in consultation with the Chair.
- (c) 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.
- (d) 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**

- i) 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.
- ii) 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 dossier 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**

- i) By 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.
- ii) By September, the 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.
- iii) By September, Department Chair will begin the process of soliciting the names of external reviewers, and collect materials from the candidate to be included in the external evaluation process.

**f) Review Steps**

- i) 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 FPC/DPC level, all final voting will occur by secret ballot.

**3) GUIDELINES FOR FIVE-YEAR REVIEW**

- a) The Honors Program at the University of Hawai'i at Mānoa hereby establishes the following procedures for review of its tenured Faculty Specialists.
- b) The guidelines that follow refer to and summarize parts of two different pre-existing documents:
  - i) *Procedures for Evaluation of Faculty at UH Mānoa* (Revised 2014)

- ii) *Criteria and Guidelines for Faculty Tenure/Promotion Application University of Hawai'i at Mānoa* (September 2014)
- iii) Information regarding the formation of the DPC/FPC specifically for Honors specialist faculty may be found in Sections 1.a. and 2.a. of this document:  
*Departmental Procedures and Criteria for Contract Renewal, Tenure, and Promotion, Honors Program, University of Hawai'i at Mānoa.*
- c) 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. Honors Program candidates identified for five-year review should read the *Procedures for Evaluation of Faculty at UH Mānoa* that describes this review process.
- d) As stipulated by the Procedures for Evaluation of Faculty, appropriate Department leaders will notify, no later than September 1, those faculty members who are to be reviewed. Candidates for five-year review (described in the next section) should turn in their review materials by December 1.
  - A. Specialist faculty identified for five-year review will submit a curriculum vita, resumé, or professional profile describing their professional activities since their 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 faculty will continue to perform at the professional level at which they were tenured or to which they have been promoted. Therefore, candidates should also submit evidence for evaluation as to whether they meet the criteria/guidelines for their rank or classification, as outlined in the current *Criteria and Guidelines for Faculty Tenure/Promotion Application* (Revised July 2015). Evidence bearing on the criteria described by the following standards should be submitted, according to the job level being reviewed:
  - i) All Specialists (S-2 through S-5)
    - (1) Professional achievement and productivity.
    - (2) Professional growth in the specialty.
    - (3) Service to the professional and lay communities.
    - (4) Ability to work effectively with faculty, staff and administrators.
  - ii) Assistant Specialists (S-3)
    - (1) Competence, productivity and continued professional achievement and maturity.
    - (2) Performance of duties calling for independent professional judgment in the field of specialization.

(3) Indication of the capacity to supervise clerical help as appropriate.

iii) Associate Specialists (S-4)

(1) Continued professional maturity in the professional specialization.

(2) Ability to competently exercise independent professional judgment.

(3) Ability to supervise the work of assistants as appropriate and to plan and organize assigned activities.

(4) Professional achievement that reflects his or her stature as a contributor to the standards, techniques and methodology of the profession.

(5) Interaction with the broader professional community beyond UH-Mānoa.

iv) Specialists (S-5)

(1) Continued productivity and professional maturity.

(2) Ability to competently exercise independent professional judgment.

(3) Evidence of successful planning and organization of assigned activities, including the supervision of assistants if appropriate.

(4) Professional achievement that establishes his or her stature as a substantial contributor to the standards, techniques and methodology of the profession.

(5) Evidence of significant interaction and leadership with the broader professional community beyond the University.

**4) AMENDMENTS TO THE DOCUMENT**

a) As indicated in the current BOR/UPHA 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, to the appropriate Vice-Chancellor, and UHPA for review and approval, which shall not be unreasonably withheld. Approved amended procedures shall be filed with the UHPA and the Assistant Vice-Chancellor. 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.

**DEPARTMENTAL CRITERIA  
FOR CONTRACT RENEWAL,  
TENURE, AND PROMOTION**

**HONORS PROGRAM  
OFFICE OF UNDERGRADUATE EDUCATION  
UNIVERSITY OF HAWAI‘I AT MĀNOA**

**I. INTRODUCTION**

**A. Academic Advising**

Academic advising is a developmental process that is integral to fulfilling the teaching and learning mission of higher education. Through their academic advising experience, students learn to clarify and refine their academic, life and career goals, 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, facilitating the acquisition of tools of inquiry, critical thinking, progressive academic and career mapping while acknowledging their individual characteristics, values, and motivations as they enter, move through, and exit the institution.

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.

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 an inviting environment of mutual respect, trust, and ethical behavior.

The student learning outcomes (SLOs) of academic advising are guided by an institution's mission, goals, curriculum and co-curriculum. These outcomes 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, with different programs tailoring their SLOs according to their specific goals.

Adapted from: National Academic Advising Association. (2006). NACADA concept of academic advising. Retrieved April 29, 2008 from <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Concept-Advising.htm>

#### B. Role of Advisors in the Honors Program:

The Honors Program (HP) is part of the Office of Undergraduate Education and officially serves students who have been admitted into the program. The primary responsibility of advisors in the Honors Program is to serve students in a variety of different stages in their academic career, ranging from incoming first years, pre-majors (students who have yet to apply to, be admitted to or be selected as majors by specific colleges and schools) and undecided students who have not yet chosen a major, and students who have entered into their major tracks.

The Honors Program advisor also serves as the primary Honors advisor for students receiving the Regents and Presidential Scholarships, as well as for the JABSOM direct admission students. In addition, due to its comprehensive first year population, location and referrals to the office by other departments on campus, the Honors Program often serves other students with in-depth advising as well as basic information, registration assistance, and referrals to their college/school/major advisors.

The number of students served by the HP is steadily increasing. As of 2015, there were over 1000 students who had signed up for Honors, and the program continues to grow.

The groundwork for a good academic journey with an Honors component is built on the relationships forged between students and their mentors. As one of these early mentors, HP advisors aims to facilitate a smooth academic transition for students, not only to the University and into their respective majors, schools, and colleges, but also into the rigorous academic path expected of Honors students. The Honors Program, while conferring Honors to students who have earned the award, is not connected to a college or school, and therefore does not graduate any student for their academic major. The Honors Program does not perform any

student academic service functions such as signing official forms, and removing official registration holds. However, the Honors program does engage in student services retention and graduation initiatives, and is an integral part of the University campus, providing support for Honors students as they explore and navigate the important process of selecting their academic paths, and thus requiring an expertise of the requirements across all schools and colleges, per the current University of Hawai'i at Mānoa Office of the Vice Chancellor for Undergraduate Education academic program sheets. HP advisors also provide advising support to students who have chosen their majors, with primary project advising for specific independent research and creative projects as the responsibility of the Director of the Honors Program and the students' project advisors in the major.

As the main contact point for incoming students, HP advisors are assigned the task of advising incoming first and second year students over their first four semesters at UHM. Much of the work done by HP advisors has centered on providing students with information regarding successful ways to fulfill the requirements of being an Honors student from semester to semester and integrate UHM General education requirements to maximize efficiency in their chosen major, and to support, as possible, an overall expedient four year undergraduate degree graduation plan.

As with other advising centers on campus, HP advisors also 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 HP 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 UHM. This requires close cooperation and liaison duties with all colleges / schools, major and administrative / student affairs departments and close coordination with other advising centers to clarify policies and procedures across campus to benefit students.

There are many factors for which HP advisors must take into consideration when working with Honors students since these students have different developmental paths and encompass a continuum of issues and needs. For example, the first year student who is just starting to explore her options is vastly different from the undeclared student who is trying to decide between several majors. In addition, Honors Program first year students may be very advanced and need support to navigate a system that is geared more for first years who do not possess as many transfer credits, for example.

Likewise, pre-major 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, although the interface with students who may struggle academically and who face

issues such as academic probation and/or a grade point average that does not meet a major requirement is often very different and more limited for an Honors advisor than for other UHM academic advisors in various academic disciplines. In essence, as with all advising, every student is treated as an individual, and each situation may require a slightly different advising methodology and approach. However, some basic elements may include an appreciative advising perspective with appropriate prescriptive elements that point to fundamental requirements that assist students with remaining on track, and being empowered to take responsibility for their own successes and progress.

The HP 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 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 enhanced self-image, self-knowledge, and self-empowerment as the student matures, provides a consistent caring connection with the academic advisor and advising unit, and helps to build relationships with individuals and departments within the University. These relationships strongly support the development of a lasting commitment to UHM.

### C. Objectives of the Honors Program's Advising Faculty

Honors Program advisors are charged with the advising, recruitment and retention of Honors students in the program. Their role is to help students make academic choices (classes, majors) that fit their abilities, skills, and interests as well as fulfill Honors Program requirements and enable them to reach their academic and career goals.

HP advisors' responsibilities support the Honors Program's overall goals which are to:

- Assist students with their transition to the Honors academic community.
- Explore all available avenues to help students learn about academic opportunities.
- Help students develop a realistic self-perception and clarify their academic goals, while supporting the student to learn more about and be more engaged with their academic pathway(s).
- Help students integrate needed and applicable information so they can make well-informed academic decisions, including planning ahead for Honors requirements as they progress through the program.
- Help students select a major that best suits their abilities, interests and goals.

- Engage students in their academic planning processes in order to learn how to be responsible for their own academic progress and success.
- Provide adequate training, support, developmental opportunities, and supervision for student advisors involved in the advising process.

\* Adapted from: NACADA. (2004). NACADA statement of core values of academic advising. Retrieved April 29, 2008 from the NACADA Clearinghouse of Academic Advising Resources Web site: <http://www.nacada.ksu.edu/Clearinghouse/AdvisingIssues/Core-Values.htm>

## II. DEPARTMENT CRITERIA

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

To be considered for promotion, the candidate must meet the minimum qualifications established in Executive Policy E5.221 for the rank to which promotion is sought. 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: professional activities and functions, scholarly contribution and professional development, and university and community service.

### B. Department Criteria for Contract Renewal, Tenure, and Promotion

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 Honors Program. Documented evidence of effective academic advising is required.

The specific duties and responsibilities of advisors in HP include a range of activities. Acknowledging the myriad of responsibilities undertaken by the Program and the necessary division of tasks, an individual 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 advisor's performance must recognize that assignment of tasks will not be identical for each member of the Honors Program. In addition, each advisor should be evaluated on his/her overall performance, since individual advisors 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 Honors Program. However, faculty specialists/HP advisors are expected to demonstrate proficiency in each of the three categories.

Advisors in the Honors Program are expected to divide their time and efforts into three main areas, in the following proportion: Professional Activities and Functions (70%), Scholarly Contributions and Professional Development (20%), and Service (10%).

1. Professional Activities and Functions (70%)

See Addendum A for sources of assessment evaluation.

HP advisors' key responsibility, weighted most heavily, includes activities that provide quality advising to Honors students and JABSOM and RAPs scholars through direct advising services and support services aimed at the success and retention of Honors students.

HP advisors are also involved in the constant improvement of the program and its services via coordination with other offices and assessment of its work.

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

(a) Direct Services

- Provide individual and small group advising for Honors students.
- Develop, plan, and implement workshops for these groups, as necessary.
- Engage students in their academic planning process.
- Create advising materials, resources, guides, brochures and other materials.
- Assist Honors students in transitioning to majors, and in articulating longer-term academic and life goals to their academic journey.
- Provide advising for Regents and Presidential Scholars.
- Assist the Honors Program in recruitment and admission of students.
- Offer courses in civic engagement, peer advising and/or peer leadership, as well as internship-oriented courses (HON 301, HON 303, HON 399, HON 499) to help facilitate opportunities for students who choose to develop community and leadership skills and/or undertake learning experiences outside of the classroom which the student has arranged.
- Train, supervise, and assess peer advisors to be able to independently run workshops and advise students one-on-one.
- Participate in the selection of students receiving Honors-designated scholarships.

## (b) Program Development

- Assist in the assessment of individual advisors, curriculum, and the overall Honors Program itself in an effort to continually improve the services that are offered.
- Develop and conduct assessments, collect and distribute information, prepare formal and informal reports regarding Honors student and program needs and performance for use in making departmental and institutional decisions and policies.
- Partner with key services to provide career exploration opportunities for Honors students.
- Coordinate with other advising centers to provide enriched academic advising for students.
- Create, refine and support unique and innovative programming that applies to the Honors Program specifically and supports HP students, while contributing to the field of student success, retention and development overall.

## 2. Scholarly Contributions and Professional Development (20%)

As active faculty members of the University community, HP academic advisors conduct scholarly activities. Through their research activities, advisors not only keep current with developments in the advising field but also foster professional growth and enrich the advisor-student relationship. An advisor's active involvement in professional development activities also facilitates collegiate informational exchange on the issues pertaining to the University's mission and the effectiveness of undergraduate curriculum.

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 academic advising in higher education is valuable and thus encouraged, continuous engagement in professional development activities in the field of academic advising is considered to be primary. Due to the diverse and complex nature of advising duties, evidence of scholarly contributions should not be solely limited to publications.

Scholarly activity and professional development are understood to be closely linked activities in the field of advising, and HP advisors are expected to participate in contributing to scholarship in the advising field as well as advisor's specific area of educational expertise and in continued professional development.

Acknowledging the myriad responsibilities undertaken by the HP and the necessary division of tasks, an individual advisor's specific duties and responsibilities will include many, but not all, of the activities listed below. At minimum, specialist faculty/HP advisors are expected to participate in at least on scholarly activity and one professional development activity per academic year.

(a) Scholarly Activities:

- Conduct original research individually and/or in collaboration with other colleagues.
- Present or be invited to present scholarly materials on a topic relevant to academic advising or advising-related field or in an advisor's academic discipline at a regional- or national-level professional conference, colloquium, seminar, and/or workshops.
- Make written or editorial contributions to academic journals, monographs, and books.
- Publish results, data, or other materials that have been collected for the purpose of program assessment and evaluation.
- Apply for grants or fellowships to facilitate research.
- Determine needs and interests of targeted service groups through systematic assessment methods.
- Evaluate success and effectiveness of Honors Program services through systematic evaluation methods.
- Apply theory and practice through collaborative interchange between researchers and practitioners.
- Participate in collaborative research/grant applications/program development.

(b) Professional Development

- Provide and/or receive professional consultation with colleagues to assist in the development of tools, documents, and/or University guidelines.
- Develop, plan, and implement workshops and seminars that facilitate collegiate informational exchange and/or promote faculty support for undergraduate education and academic advising.
- Engage in courses, workshops, seminars, and meetings that enhance professional competence.
- Study for advance degrees or certification in a field relevant to the position involved.
- Attend conferences and workshops aimed at advising, particularly advising in Honors programs.
- Remain current with developments and existing programs in order to create and/or improve Honors Program services and activities that enhance the Honors Program experience.

- Remain current with literature and professional associations relevant to area of expertise (e.g. professional membership, contribution to professional activities).

### 3. University and Community Service (10%)

University and community service complements and supports the functions and goals of the HP 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 UHM 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 advisors to better engage students in the curriculum and how it relates to them.

HP 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 on behalf of the Honors Program, and are active members and officers of academic and support communities and of professional and community organizations.

Service includes the following types of activities. Acknowledging the myriad responsibilities undertaken by the Honors Program 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.

- Serve as an active member or chair of departmental, college, university, or system-wide committees or officer of a professional organization.
- Serve on faculty governance bodies.
- Act as liaison to other colleges, schools, departments and campuses.
- Provide professional service to community agencies or the general public—such as collaborating with high school programs to inform students about the opportunities in the UHM Honors Program or serving on community boards and committees.
- Provide outreach to the larger University community and system counterparts through participation in the Council of Academic Advisors to clarify policy and procedures and promote the importance of advising and the curriculum to ultimately benefit students.
- Serve as a mentor to a junior specialist faculty outside of HP or serve as faculty advisor to student organizations.

- **Serve as a mentor to student groups such as the Honors Student Organization.**
- **Provide service to volunteer organizations in area of expertise.**

## **Addendum C**

### **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 the Honors Program include a range of activities.

Acknowledging the myriad of responsibilities undertaken by the Honors Program 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 of supervisors from student employees, if applicable.
- C. A selection of academic advising tools and materials.
- D. A selection of training materials.
- E. A selection of workshop outlines, course syllabi, and/or course evaluations, if applicable.
- F. A selection of awards and recognition for academic advising.
- G. 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. Conference presentations related to teaching, advising, program development, or an academic discipline.
- E. Evaluations of presentations and workshops.
- F. Published and unpublished work related to teaching, advising, program development, or an academic discipline, including articles, manuals, handbooks, and research reports.<sup>1</sup>
- G. 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. Assessments of service initiatives.

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- 1 Publishing is not required for Honors Program academic advisors, however, it is considered to be a valuable contribution to the field.

### **Regular Evaluation Procedures**

The Honors Program 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.
  
- 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.

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