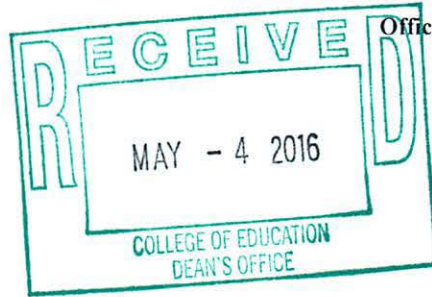




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MĀNOA


Office of the Vice Chancellor for Academic Affairs



May 3, 2016

**MEMORANDUM**

TO: Donald Young, Dean  
College of Education

FROM: Reed Dasenbrock   
Vice Chancellor  
for Academic Affairs

SUBJECT: Approved Department Personnel Committee Policies and Procedures

Enclosed please find approved procedures for the Center on Disability Studies, College of Education.

Please note that all faculty who will be submitting applications for tenure and/or promotion this fall should be given the option to use this document or the one in effect for the prior year.

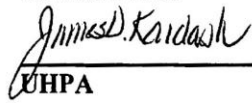
If you have any questions, please call or email Beverly McCreary (64571 or [bmccrear@hawaii.edu](mailto:bmccrear@hawaii.edu)).

Enclosure

c: Assistant Vice Chancellor McCreary

2500 Campus Road, Hawai'i Hall 209  
Honolulu, Hawai'i 96822  
Telephone: (808) 956-8447  
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APPROVED:

  
UHPA

4/21/2016

Date

APPROVED:

  
Mānoa Chancellor's Office

4/21/2016

Date

## University of Hawai'i at Mānoa College of Education

### CENTER ON DISABILITY STUDIES PERSONNEL POLICIES AND PROCEDURES FOR TENURE, PROMOTION, AND CONTRACT RENEWAL

#### Section I: Personnel Procedures

The procedures and policies set forth in this document are designed to ensure that all Center on Disability Studies (CDS) faculty members are treated fairly including, but not limited to, tenure, promotion, and contract renewal evaluations and recommendations of the CDS Personnel Committee and the CDS Director.

It is understood that all policies and procedures must be in compliance with the University tenure and promotion policy and consistent with policies and revisions of the University of Hawai'i Professional Assembly and the Board of Regents of the University of Hawai'i by approval through a majority vote of the bargaining unit faculty members. CDS non-tenure track Bargaining Unit 07 members may participate in the establishment of these policies and procedures, as voted upon and approved by the CDS Faculty on December 12, 2011.

The personnel procedures and policies of the CDS Personnel Committee (CPC) will at a minimum: 1) provide for secret ballot voting at all final votes; 2) provide for strict exclusion from voting of any individual who is not a tenured Bargaining Unit 07 member over tenure or contract renewal of another faculty member; 3) allow only faculty who are of equal or higher rank than that sought by the applicant to vote on applications for promotion; 4) identify procedures for orderly review of applications at the department level; and (5) assure confidentiality in all CPC proceedings.

#### A. Guidelines for the Operations of the Center Personnel Committee (CPC)

##### 1. Eligibility:

- a. All tenured faculty having at least a 50% appointment to CDS will be eligible members of the CPC. Only tenured CDS faculty members are eligible to vote on personnel matters, namely: contract renewal, tenure, and promotion.
- b. Tenured CDS faculty members under consideration of promotion may not serve on the CPC.
- c. All CPC members must be tenured members of Bargaining Unit 07.
- d. Only faculty who are of equal or higher rank than that sought by the applicant may vote on the applicant's promotion.
- e. The CDS Director is not eligible for membership on the CPC.

2. Composition of the CPC:
  - a. The CPC will be composed of at least five tenured faculty members, including up to four members from CDS. The fifth CPC member will be from a UH Mānoa department or unit other than CDS.
  - b. The Director will oversee the election of CPC members from CDS by a secret vote of all CDS faculty members of Bargaining Unit 07.
  - c. The Director will consult with the candidate(s) under review to generate a list of possible members from other units and disciplines.
  - d. The Director will contact the persons named on the list to determine their willingness to serve. If necessary, due to availability, additional names will be reviewed until five members have been selected for the CPC.
  - e. The candidate has the option to review the list of names and can request removal of no more than one person from the list.
  - f. The Director will recommend CPC members to the Dean.
  - g. The Dean will review, approve, and notify faculty of their final appointment to the CPC.
  - h. If fewer than four tenured CDS faculty members are available to serve on the CPC, then additional tenured faculty members will be recruited as needed from other UH Mānoa departments or units. These members will be appointed by the College of Education (COE) Dean in consultation with the Director.
  - i. If the CPC is to process a tenure decision for an applicant, then tenured faculty members from related disciplines will be selected as outside CPC members.
  - j. The CPC members from CDS will be elected each Spring for service the following academic year.
  - k. If there is a perceived conflict of interest of a CPC member it must be submitted in writing to the Director. The Director will address the issue directly with the member in question who will have the opportunity to recuse him or herself or to provide a written justification confidentially submitted to the Director for why the perceived conflict of interest is not of issue. Based on the justification, the Director will exercise discretion over whether to remove the member from the CPC ballot.
  - l. The Director will convene the CPC prior to the end of Spring semester for the sole reason of conducting an election of the CPC Chair. The Director and one other faculty member will count the ballots and announce the CPC Chair.
  - m. The CPC Chair will convene the CPC for the first meeting between August 15 and September 1.

## *Center on Disability Studies Personnel Policies and Procedures*

3. Term of Office
  - a. Four (or fewer if applicable) tenured faculty members of CDS will be elected or re-elected to the CPC in the Spring of each year for a term of one year.
  - b. Service on the CPC is a faculty obligation. Faculty members may, under some circumstances (time constraints, conflict of interest); seek permission from the Director to have their names removed from the list of those eligible for election. Such permission will be sought in writing and approval is at the discretion of the Director.
4. Replacement of CPC Members
  - a. When a member of the CPC must be replaced before the end of that member's term, replacement will be accomplished by special election conducted by the CPC Chair.
  - b. The replacement will be a faculty member at the same rank and tenure status as the outgoing member. The replacement will complete the outgoing member's remaining term of office.
5. General Obligations of the Departmental Personnel Committee
  - a. The CPC will provide a written evaluation of each applicant. Recommendations for the personnel action will be based upon the Criteria outlined in Section 2 of this document.
6. Responsibilities of CDS Director and CPC Members Regarding Personnel Actions
  - a. The Director is responsible for meeting with new faculty members concerning the CPC Personnel Policies and Procedures for Tenure, Promotion, and Contract Renewal document and CDS expectations for promotion and tenure. The Director will provide all relevant documents as listed in 6c below. The Director is also responsible for informing new faculty of mentoring resources such as the COE and UH Mānoa New Faculty Orientations, the Office of the Vice Chancellor for Academic Affairs informational workshops, and initiatives at the Center for Teaching Excellence.
  - b. At the start of the academic year, the Dean will provide the following timetable and deadline documents to the Director: "Tenure and Promotion Procedures and Timetable" and "Deadlines for Personnel Actions and Contract Renewal." Within the timelines set by documents from the Dean, the Director and CPC Chair will develop an "Intra-departmental Timetable." A copy of the intra-departmental timetable shall be given to each applicant and CPC member within one week from the time the documents are received from the Dean.
  - c. The Director will provide these documents to applicants for contract renewal, tenure and promotion:
    - UH Mānoa Criteria and Guidelines for Faculty Tenure and Promotion Application.

- CDS Personnel Policies and Procedures for Contract Renewal, Tenure, and Promotion.
  - UHPA/UH Agreement (Article XII Section B “Tenure and Service” and Article XIV “Promotion”).
  - Suggested Application Outline for Tenure and Promotion (“I” Faculty and “S” Faculty).
- d. Deliberations and actions of the CPC relating to specific faculty personnel actions will be confidential. The Director and CPC members are under an obligation to preserve this confidentiality.
  - e. CPC members are expected to be thoroughly familiar with CDS and UH Mānoa policies and procedures relating to contract renewal, tenure, and promotion.
  - f. The CPC Chair or designee will act as the principal source of communication between the applicant and CPC until the CPC completes its written recommendation.
  - g. The role of the CPC is to evaluate an applicant and not to mentor the applicant through the process.
  - h. At the conclusion of the CPC deliberations, the CPC Chair will provide each applicant with a copy of the written evaluation and recommendation of the CPC, including the outcome of the CPC vote. The applicant will be given an acknowledgement to sign stating that they have reviewed the evaluation and recommendation.
  - i. Each applicant will meet with the Director to discuss the CPC Chair’s independent assessment and recommendation, and will sign an acknowledgment that this meeting has occurred. The acknowledgement does not indicate agreement with the decision; it indicates that the right to notice has been fulfilled.

**B. Guidelines for Dealing with Tenure and/or Promotion Applications**

The purpose of the CPC review of tenure and promotion applications is to evaluate each applicant's performance in the areas of teaching, scholarship and service (I faculty), for specialist (S) or research (R) faculty areas specific to their job description. The CPC then provides a written assessment of the applicant providing details of strengths and weaknesses in each of the areas based on criteria outlined in Section II and/or criteria specified in the applicant’s job description.

1. External Reviews

- a. The applicant, in consultation with the Director, will generate a list of three-to-five names of respected scholars in the discipline who are not employed by the University of Hawai‘i System. When possible, the applicant will also provide contact information for the chosen scholars.
- b. The Director in consultation with the CPC Chair should generate a list of three to five other known scholars who can evaluate the applicant’s work.

- c. In selecting external reviewers, the following criteria will apply:
    - External reviewers must be at or of higher rank than that for which the candidate is applying and preferably from Research I, peer, or benchmark institutions.
    - External reviewers should be professionally capable of assessing the applicant's work objectively and comment on its significance in the discipline.
    - External reviewers must not be a professional with whom the candidate has a close (continuous) working or personal relationship.
    - The use of thesis/dissertation advisors as external evaluators is strongly discouraged. (See Criteria and Guidelines for Faculty Tenure/Promotion Application, UH Mānoa.)
    - Applicants should not contact possible external reviewers concerning their willingness to participate. It is the obligation of CDS to secure external evaluations.
    - There must be an equal number of external evaluations from the applicant's list and department's list selected.
  - d. The Director will contact the prospective reviewers to determine their willingness to serve. The Director should attempt to secure a nearly equal number of evaluations from the respective applicant and CPC/Director lists.
  - e. A minimum of four external reviewers will be required; five to six reviews are preferred.
  - f. After receiving an indication of a willingness to serve, the Director will send to the external reviewers the candidate's curriculum vita, reprints of the candidate's major publications, a copy of the CDS Criteria for Promotion and Tenure, and a copy of the UH Mānoa Criteria for Promotion and Tenure.
  - g. The purpose of the request is to obtain an opinion about the scholarly contributions that the applicant has made and not to determine whether the applicant would receive tenure/promotion at another institution.
  - h. External reviewers will send their confidential evaluations to the Director.
  - i. When final decisions are announced, a brief letter should be sent to each of the external reviewers informing them of the disposition of the case and thanking them for their efforts.
2. Evaluation of Applicant by CPC
- a. The Director will provide to each member of the CPC the candidate's application and a copy of the University and the CDS Criteria for Promotion and Tenure.
  - b. Prior to the CPC review, the Director and the CPC will not accept unsolicited information for inclusion in a tenure dossier without providing the information to the candidate and giving the candidate the opportunity to provide a written response.

- c. The Director will also provide to each member of the CPC the confidential evaluations from the external reviewers.
  - d. Before the first meeting of the CPC to evaluate a candidate, members will read the applicant's submitted documents and the letters from external reviewers.
  - e. The members will orally present their assessments of the candidate's dossier and the candidate's strengths and weaknesses.
3. Voting
- a. After the review of documents and an open discussion of the applicant's strengths and areas for improvement, each CPC member will vote by secret ballot to approve or deny the application. CPC members may abstain and abstentions will be counted and reported as a separate category in Section 5 of the dossier.
  - b. All CPC proceedings must be kept confidential.
4. Communicating the Results of the Vote
- a. In a letter to the Director, the CPC Chair will detail the CPC's evaluation of the strengths and areas for improvement of the candidate and state the CPC's recommendation for approval or disapproval of the candidate's application. The CPC Chair will circulate the final letter to the CPC members. Minority views of the CPC members may append recommendations, if they so desire and they will be submitted with the final letter to the Director. The letters will not identify views of individual members of the CPC.
  - b. The CPC Chair's letter will be attached to the dossier and the dossier forwarded to the Director for an independent assessment and recommendation.
  - c. If the CPC's recommendation is negative, the CPC will, in its letter to the Director, provide suggestions for the applicant on how to improve the dossier.
  - d. If the CPC's decision is negative, the CPC Chair will notify the candidate of the decision and the CPC suggestions for improving the dossier.
  - e. The candidate can choose to respond to these suggestions within five business days by providing the CPC Chair with additional information or materials to strengthen parts of the dossier that the CPC found deficient.
  - f. If the candidate submits additional information or materials to be included in the dossier within the five business days, the CPC will repeat steps 3a, 4a, and 4b.
  - g. The Director will meet with the candidate to discuss the final assessment and recommendations. Each applicant will sign an acknowledgment that this meeting has occurred. The acknowledgement does not indicate agreement with the decision; it indicates that the right to notice has been fulfilled.

**C. Guidelines for Dealing with Contract Renewal Applications**

1. The Director and CPC responsibilities with regard to contract renewal applications
  - a. The reappointment recommendation form for each contract renewal applicant is initiated by the Director, who then passes it to the CPC Chair.
  - b. The CPC Committee assesses each applicant's contributions in the areas of teaching, research and service for Instructional (I) faculty; the specifics of the job description for Specialist (S); or the specifics of the job description for Research (R) faculty, and by majority vote recommends renewal or non-renewal of contract to the Dean.
  - c. The CPC Chair then meets with the applicant to communicate the evaluation and recommendation of the CPC, obtains the applicant's signed acknowledgment, and returns the reappointment recommendation form to the Director.
  - d. The Director makes a written assessment of the applicant and includes a written recommendation for either renewal or non-renewal of contract. The Director meets the applicant, communicates the Director's assessment and recommendation and obtains the applicant's signature. The reappointment recommendation form is then forwarded to the Dean.
2. Relevant Procedures
  - a. Tenure-track faculty in the second, fourth, and each subsequent year of their probationary service are required to submit a dossier for contract renewal. The CPC and Director are required to forward an evaluation and a recommendation for renewal or non-renewal to the Dean.
  - b. No recommendation for renewal or non-renewal is made in the case of tenure-track faculty members in the first and third years of their probationary service.
  - c. The CPC will meet to discuss each dossier and to compose a written evaluation of the applicant's teaching, scholarship, service, and/or performance in relationship to his or her job description. The evaluation will provide details of the faculty member's performance in each of these areas.
  - d. Each of the five members of the CPC, after an open discussion of the applicant's strengths and weaknesses, will vote, by secret ballot, to approve or deny the application. CPC members may abstain and abstentions will be counted and reported as a separate category.
  - e. The CPC evaluation will include a recommendation for renewal or non-renewal of the applicant's contract.
  - f. The CDS will conduct annual reviews for all non-tenure track faculty based on current job description/responsibilities. Forms for the annual CDS reviews may be found at [www.cds.hawaii.edu](http://www.cds.hawaii.edu). Tenure track faculty will not be included in CDS annual reviews because they are subject to a different review process specified in the UHPA contract.



**D. Process for Revising CDS Personnel Procedures**

- a. CDS personnel procedures will be revised as necessary by the CDS faculty and CDS Council. The CDS Council will be responsible for obtaining faculty input and developing revised procedures.
- b. Any changes in CDS personnel procedures must be approved by the CDS faculty, either at a regularly scheduled meeting or via e-meeting/polling.
- c. The Director will forward the revised procedures to the Dean for review and transmittal to the Chancellor's Office and the University of Hawai'i Professional Assembly for their review and approval.

**E. Guidelines to Applicants for the Preparation of Personnel Documents**

1. General

- a. A memo will be sent to faculty from the COE Dean via the Director identifying candidates for personnel action.
- b. It is the responsibility of applicants to be familiar with CDS and University guidelines and deadlines. Applicants must submit their application by the announced deadlines.
- c. Applicants are strongly advised to attend the University Informational Meetings on personnel action and to adhere to all University guidelines for preparing their dossiers.
- d. Applicants are encouraged to prepare and submit their documents well in advance of University deadlines and in accordance with the structure recommended by the University. The CPC will only consider timely, completed applications.

2. Contract Renewal and Tenure and Promotion for Instructional Faculty

- a. In the second, fourth and subsequent years of service, required applications for personnel action will represent a cumulative record of the applicant's teaching, scholarship and service activities. Faculty members should develop and submit a dossier that follows the outline provided by the University and that will be used as the basis for all further tenure and promotion applications. Faculty members are encouraged to add to their original dossier at each decision point rather than constructing a new document each time.

3. Contract Renewal and Tenure and Promotion for Tenure-Track Specialists

- a. In the second, fourth, and subsequent years of service, applicants for personnel action should present a cumulative record of their activities that meet the terms of employment. Specialists should develop and submit a dossier that follows the specialist requirements as indicated in their letter of hire. That same format will be used as the basis for all further tenure and promotion applications. Specialists are encouraged to add to their original dossier at each decision point rather than constructing a new document each time.

4. Periodic Review of Applicants
  - a. Applicants will be evaluated according to the approved procedures and revisions for Periodic Reviews as described in the Procedures for Evaluation of Faculty at UH Mānoa.
  - b. The faculty member will provide evidence of continued accomplishments addressing promotion criteria. Faculty members will submit an updated CV, a one-to-two page statement describing the work done since the last period of review, with specific references to sections of the CV documenting this work and additional documentation to augment the review. The Director will review the submitted documents and prepare a written evaluation that addresses the CDS promotion criteria regarding three primary questions for (I), (S) & (R) faculty based on areas specific to their job description [see sections C, D and E of this document for specific promotion criteria for each position type] e.g.,
    - What new or continuing research, development, or evaluation work was accomplished, and what publications were produced, grants written and approved?
    - What courses were taught and what evidence is provided of high-quality instruction?
    - What service activities were conducted and of what value was the service to the Center, College, University, and/or broader educational community.

## **Section II: Criteria for Personnel Actions**

The CDS Tenure and Promotion Criteria described below are bound by the parameters specified in the Criteria and Guidelines for Tenure/Promotion Application, University of Hawai‘i at Mānoa. The criteria below are intended to clarify the University criteria in light of the goals and expectations of CDS. Instructional faculty will be evaluated in each of the following areas: Teaching, Scholarship, and Service. Specialist faculty will be evaluated based on their job description and the University of Hawai‘i at Mānoa and CDS criteria for tenure and/or promotion for Specialists. These criteria are detailed in section (C) of this document for Instructional Faculty, section (D) for Specialist Faculty and section (E) for Research Faculty.

### **A. Relative Importance of Endeavors to Include in Dossier**

The following rankings serve as a guideline to assist faculty to target endeavors that will help them to be successful in attaining tenure and promotion, where:

- 3= Greater importance with highest-impact on profession,
- 2= Moderate impact, and
- 1= Lesser impact.

1. Publications
  - a. Publication in an international refereed journal (3)
  - b. Publication in a national refereed journal (3)

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- c. Publication of a book of original scholarship, author or co-author (3)
  - d. Publication of a textbook by a recognized national publisher (3)
  - e. Articles in other periodicals (2)
  - f. Publication of a textbook chapter by a national publisher (2)
  - g. Publication of a chapter in a book by a recognized national publisher (2)
  - h. Editor of a volume of papers, research articles or chapters by different authors (2)
  - i. Unpublished work, accepted for publication (with documentation: submitted, conditionally accepted, in press, etc.) (2)
  - j. Published abstracts (2)
  - k. Other scholarly products (such as major software, video or film) (2)
  - l. Internal reports and other unpublished work (1)
2. External Funding
- a. Grants submitted (indicate: national, state or foundation)
    - Funded for over \$100,000 (3)
    - Request for over \$100,000 approved but not funded (2)
    - Funded for under \$100,00 (2)
    - Funded for under \$25,000 (1)
    - Submitted but not approved (1)
  - b. Contracts obtained
    - Over \$100,000 (3)
    - Under \$100,000 (2)
3. Presentations
- a. Presentation at international, national, state, or regional conference
    - Keynote or invited speaker (3)
    - General session presentation (2)
    - Break-out presentation (2)
    - Peer-reviewed poster presentation (2)
    - Peer-reviewed abstract (2)
    - Panel presentation (2)
    - Workshop (2)
  - b. Departmental seminars (1)
4. Instructional
- a. Average teaching evaluations must be 3.5 or above on a 5-point scale for all courses taught based on the standard evaluation form used by the University of Hawaii at Mānoa (undergraduate, graduate, or a combination of both) (3)

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- b. Student advisement
    - Serve on graduate student committee (3)
    - Serve on undergraduate student committee (2)
  - c. Supervision of instructional activities (e.g., cooperative work experiences, practica, internships) (3)
  - d. Develop courses or curriculum (3)
  - e. Creation of teaching supplementary aids and instructional materials or media devices which presents a complete body of information. (3)
  - f. Capacity building institutes
    - Lead person in developing and conducting institute (3)
    - Contributor to developing and conducting institute (2)
  - g. Webinars
    - Lead person in developing and conducting webinar (3)
    - Contributor to developing and conducting webinar (2)
5. Service
- a. Consultant for professional organization in area of academic endeavor
    - International (3)
    - National (3)
    - Regional (3)
    - State (3)
    - Local (3)
  - b. Elected or appointed to office for professional organization in area of academic endeavor
    - International (3)
    - National (3)
    - Regional (3)
    - State (3)
    - Local (3)
  - c. Elected or appointed committee member at UH Mānoa
    - University (3)
    - College of Education (3)
    - Center on Disability Studies (3)
  - d. Elected or appointed board member of disability-related advocacy or non-profit organization
    - International (3)
    - National (3)

- Regional (3)
  - State (3)
  - Local (3)
- e. Conducted peer or grant reviews
- International competition (3)
  - National competition (3)
  - Regional competition (3)
  - State competition (3)
  - Local competition (3)
- f. Member of editorial review board in area of academic specialty (2)

**B. Policy on Authorship**

The CDS recognizes and values collaborative research and joint and shared publications and presentations. It does not ascribe greater weight to single authorship/presentation or authorship order of scholarly activities compared to multiple authorship/presentation. In addition, the CDS, as primarily a grant-funded center, places high priority on collaborative efforts to secure external funding.

In order to be credited as an author, the author must have contributed substantially to the work through: 1) Conception and design of the project, or analysis and interpretation of data and 2) Drafting or revising the article, document, etc. for critically for important intellectual content and 3) Final approval of the version to be published. Candidates for promotion and tenure are expected to provide an honest assessment of the proportion of their contribution for conceptualization and writing of the document (expressed as a percentage, e.g., 10%, 80%) when they are part of a group conducting research, writing articles, developing grant applications, making presentations, or engaged in other collaborative activities. Author order will be determined based on overall percentage of contribution within the team of writers. Moreover, the concurrence of collaborating colleagues, or an independent report on such contributions; must be documented to aid in review.

**C. Tenure/Promotion of Instructional Faculty**

Instructional faculty (I lines) in the CDS participate in a balance of scholarly activities, in the areas of teaching, research, and service (40% instruction, 30% research, 30% service activities). Those faculty seeking promotion or tenure in I lines will maintain instructional activities as a primary focus of their scholarly activity. Instructional faculty in CDS will teach a minimum of one course per semester or demonstrate an equivalent of instructional activities as defined below (Article IV of the 2009-2015 UHPA Agreement). CDS Instructional faculty may teach Disability Studies courses as part of the Interdisciplinary Disability and Diversity Certificate Program, as well as courses in various academic departments.

Other kinds of instructional activities are central to the disability-related projects undertaken by the CDS and require competence in teaching professionals, paraprofessionals, and members of the community in understanding, using and adapting disability-related curricula. Instructional activities that can be submitted to support a tenure and/or promotion application will be those listed in Article IV of the 2009-2015 UHPA Agreement, which defines instructional activities as “...encompass[ing] more than just classroom teaching. Other aspects of instruction include, but are not limited to: academic and thesis advising, supervision of instructional activities such as cooperative work experiences, practica, internships, and practice; instructional management, tutoring; curriculum and course development; and creation of teaching and instructional materials, and supervision of laboratory activities. Also, included in the work associated with instruction are the implementation of instructional systems and strategies, distance learning technologies, and student evaluation and assessment.” (p. 4).

**UH Tenure Criteria for Instructional Faculty:**

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.
2. The faculty member must have demonstrated a high level of competence as a teacher during the probationary period. In the rank of Assistant Professor, there should be evidence of increasing professional accomplishment as a teacher. For the Associate and full Professor ranks, there should be evidence of a mature level of performance and the versatility to contribute to all levels of the department’s instructional program. In all cases, the evidence should include summaries of student evaluations, how classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample of the courses taught during the probationary period.
3. The faculty member must have demonstrated a level of scholarly achievement appropriate to the rank at which tenure is sought in comparison with peers active in the same discipline. The comparison peer group consists not only of departmental colleagues but also of the whole of the appropriate community of scholars active at major research universities. For the Assistant Professor seeking tenure as an Associate Professor, the applicant should be well on the way to becoming an established scholar in his or her discipline. The Associate Professor seeking tenure should be an established scholar whose scholarly contributions and recognition during the

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probationary period reflect this stature. The full Professor must be among the leaders in the scholarly discipline. In general, publication in a form that involves review by independent referees is of first importance in establishing scholarly achievement. Other means by which scholarly and creative contributions to the discipline are reviewed, utilized and evaluated by peers outside the University are also important.

Collaborative research and joint and shared publications may be the norm in some fields or disciplines. Applicants in such fields or disciplines should provide Department Personnel Committees and Department Chairs with documentation that such is the norm to aid the review process. The significance of such work within the discipline or field should be described to assist the review. Describe both 1) the proportion of time among given tasks and functions in research and/or writing, and 2) the total proportion of time and effort in the research or publication to aid the review process. Coauthor or researcher concurrence or an independent report on such contributions is needed to aid in review.

4. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community.

### **UH Promotion Criteria for Instructional Faculty:**

1. Promotion to Assistant Professor. An earned doctorate in the relevant field or other appropriate terminal degree is required. The faculty member must provide evidence of competence and increasing professional maturity as a teacher. This evidence should include summaries of student evaluations and assessments from all courses, how your classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample (i.e., instructional technologies, distant learning technologies, curriculum development) of the courses taught while in the rank of Instructor. There must be evidence of scholarly research and contribution to scholarship or other related creative activity, which shows scholarly ability, accomplishment and promise.
2. Promotion to Associate Professor. The faculty member must provide evidence of a mature level of performance as a teacher and the versatility to contribute to all levels of the department's instructional program. This evidence should include summaries of student evaluations and assessments from all courses, how your classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample of the courses taught while in the rank of Assistant Professor. The faculty member must demonstrate a level of scholarly achievement and output which reflects stature as an established scholar in comparison with peers active in the same discipline. The comparison peer group consists not only of departmental colleagues, but the whole of the community of scholars active at major research universities. In general, publications and other creative activities of a type that permit review by independent referees are of first importance in establishing scholarly achievement. Other means by which scholarly and creative contribution to the discipline are reviewed, utilized and evaluated by peers outside the University are also important. The faculty member should have participated in the academic affairs of the University, such as through service on

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appropriate faculty committees and should have shown a willingness to use professional competence in the service of the profession and the general community.

3. **Promotion to Professor.** The faculty member must provide evidence of a mature level of performance and achievement as a teacher and the versatility to contribute to all levels of the department’s instructional program. This evidence should include summaries of student evaluations, how your classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample of the courses taught while in the rank of Associate Professor. The significance and distinction of the scholarly achievement should clearly place the faculty member at the forefront of the discipline or field. In general, publication in the major journals and presses in the field is of first importance in establishing this level of scholarly achievement. Funded research grants and other means by which scholarly and creative contribution to the discipline are reviewed, utilized and evaluated by peers outside the University are also important. The faculty member should be a leader in the academic affairs of the University, should have shown a willingness to use professional competence in the service of the profession and the general community, and should have shown significant accomplishment in the profession and the appropriate discipline.

<b>Promotion to Assistant Professor</b>	<b>Promotion to Associate Professor</b>	<b>Promotion to Professor</b>	<b>Sources of Evidence for Meeting Criteria <u>May Include:</u></b>
<ul style="list-style-type: none"> <li>• Doctorate in the relevant field</li> <li>• Evidence of competence and increasing professional maturity as a teacher</li> <li>• Evidence of scholarly research and contribution to scholarship</li> <li>• Professional presentations at a state or national meeting</li> <li>• Participates on grant writing teams</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of a mature level of performance as a teacher</li> <li>• Participate in all levels of the Center’s instructional program</li> <li>• Scholarly achievement and output reflects stature as an established scholar in comparison with peers in the same discipline</li> <li>• Publications and other creative activities reviewed by independent referees establishing</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of a mature level of performance and achievement as a teacher</li> <li>• Leadership in all levels of the Center’s instructional program</li> <li>• At least one published refereed article per year prior to application for tenure or promotion in the major journals and presses in the field</li> <li>• Significance and distinction of scholarly achievement—faculty member at the forefront of the discipline or field</li> <li>• Significant accomplishment in</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of one course per semester</li> <li>• Demonstrate an equivalent of instructional activities as defined below (Article IV of the 2009-2015 UHPA Agreement)</li> <li>• All courses assigned by Department chair must be taught and evaluated.</li> <li>• All courses will be evaluated using the COE/UH approved course evaluation forms</li> <li>• Average teaching evaluations should be 3.5 or above on a 5 point scale.</li> <li>• Student course/instructional activity evaluations</li> <li>• Peer teaching evaluations</li> <li>• Unsolicited comments</li> </ul>



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<ul style="list-style-type: none"> <li>• Participates in grant activities</li> </ul>	<p>scholarly achievement</p> <ul style="list-style-type: none"> <li>• Creative contribution to the discipline reviewed, utilized and evaluated by peers outside the University</li> <li>• Experience on a grant writing team</li> <li>• Experience directing grant activities</li> <li>• Participation in the academic affairs of the University, such as through service on appropriate faculty committees</li> <li>• Service to the profession and the general community</li> <li>• Participation in advisement activities</li> <li>• Participation in state or national professional, discipline, or disability-related organization</li> <li>• Demonstrate capacity to develop and instruct online courses.</li> </ul>	<p>the profession and the appropriate discipline</p> <ul style="list-style-type: none"> <li>• Invited contributor, reviewer, and/or editor for publications and presses in the field.</li> <li>• Principal investigator for grant of significant size, scope, or merit</li> <li>• Funded research grants and creative contribution to the discipline as reviewed, utilized and evaluated by peers outside the University</li> <li>• A leader in the academic affairs of the University</li> <li>• Leadership in the service of the profession and the general community</li> <li>• Significant leadership in student advisement activities</li> <li>• Leadership in state national or international professional, discipline, or disability-related organization</li> <li>• Demonstrate capacity to develop and instruct online courses.</li> </ul>	<p>Number/range of courses/instructional activities</p> <ul style="list-style-type: none"> <li>• Number/level of students taught</li> <li>• Number of students advised</li> <li>• Number/content of thesis/paper advisement.</li> <li>• Number/content of other student activities/support</li> <li>• Innovative course or instructional activity syllabi</li> <li>• Written teaching philosophy</li> <li>• Evaluation/feedback on guest lectureships</li> <li>• Peer/student evaluations feedback on interdepartmental teaching</li> <li>• In-service workshop evaluations</li> <li>• Alternative course delivery (e.g., modes/use of technology)</li> <li>• Number of grants funded</li> <li>• Significance of grants funded</li> <li>• Participates in CDS, COE, campus, or system governance or service</li> <li>• Number of state, national, international presentations</li> <li>• Member of invited presentations</li> <li>• Member of an editorial review board</li> </ul>
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**D. Promotion of Specialist Faculty**

Specialist faculty in the CDS participate in a variety of research, teaching, and administrative support activities. These may include in-service training, instructional activities, team publishing, and grant writing, as well as service to the University and community. All of these specialist activities are central to the disability-related projects undertaken by the CDS and require competence in assisting professionals, paraprofessionals, and members of the community in understanding, using, and adapting disability-related curricula and research.

*Note: The CDS promotion and tenure criteria are aligned with the UH Mānoa criteria. CDS Specialist faculty have concurrent involvement in research and service activities and periodic teaching/mentoring responsibilities as appropriate.*

**UH Tenure Criteria for Specialist Faculty:**

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.
2. The faculty member must have demonstrated a level of professional achievement and productivity in the field of specialization appropriate to the rank at which tenure is sought in comparison with peers active in the same field. The comparison peer group consists not only of local colleagues but also of the whole of the appropriate professional community active at major institutions of higher education. At the ranks of Junior and Assistant Specialist, the applicant should demonstrate clear evidence of professional growth in the specialty. The Associate Specialist seeking tenure should be an established contributor to the standards, techniques, and methodology of the profession. The full Specialist must show evidence of interaction with the broader professional community beyond the University of Hawai'i and have made significant contributions to the standards, techniques, and methodology of the profession. For the senior ranks, there should be evidence of a high level of professional maturity and the capacity to assume responsibilities calling for the extensive exercise of independent judgment.
3. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, have shown a willingness to use professional competence in the service of the profession and the general community, and have demonstrated the ability to work effectively with faculty, staff, and administrators as necessary.

**UH Promotion Criteria for Specialist Faculty:**

1. Promotion to Assistant Specialist. The faculty member must provide evidence of competence, productivity and increasing professional achievement and maturity in the performance of assigned duties. Training represented by a Master's degree and 30 credits of graduate study beyond the Master's from a college or university of recognized standing with major work in a field closely related to the position involved is required. There should be evidence of ability to perform duties calling for independent

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professional judgment in the field of specialization, evidence of productivity and an indication of the capacity to supervise clerical help and at least three years previous experience at the next lower rank or equivalent.

2. Promotion to Associate Specialist. The faculty member must provide evidence of increasing professional maturity in the professional specialization and in the performance of duties in the rank of Assistant Specialist, including evidence of the ability to exercise independent professional judgment competently in the field of specialization. Training represented by a doctorate from a college or university of recognized standing with major course work and dissertation in a relevant field is required. At least four years of experience in the appropriate specialty in the next lower rank or equivalent are required. The faculty member must demonstrate the ability to plan and organize assigned activities and to supervise the work of assistants, if appropriate. The faculty member must demonstrate a level of professional achievement which reflects his or her stature as a contributor to the standards, techniques and methodology of the profession in comparison with peers active in the same field. The comparison peer group consists not only of local colleagues but the whole of the professional community active at major institutions of higher education. In general, contributions of such a nature as to permit critical review and facilitate use by other professionals are of first importance in establishing professional achievement. There must be evidence of interaction with the broader professional community beyond the University of Hawai'i.
3. Promotion to Specialist. The faculty member must provide evidence of increasing productivity and professional maturity in the performance of duties in the rank of Associate Specialist, including evidence of the competent exercise of independent professional judgment in the field of specialization. Training represented by a doctorate from a college or university of recognized standing with major course work and dissertation in a relevant field is required. At least four years of experience in the appropriate specialty in the next lower rank or equivalent are required. The faculty member must provide evidence of successful planning and organization of assigned activities, including the supervision of assistants, if appropriate. The faculty member must demonstrate a level of professional achievement which establishes his or her stature as a substantial contributor to the standards, techniques and methodology of the profession. This stature is not only with respect to local colleagues, but the whole of the professional community active at major institutions of higher education. In general, contributions of such a nature as to permit critical review and facilitate use by other professionals are of first importance in establishing professional achievement. There must also be evidence of significant interaction and leadership with the broader professional community beyond the University.

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<b>Promotion to Assistant Specialist</b>	<b>Promotion to Associate Specialist</b>	<b>Promotion to Specialist</b>	<b>Sources of Evidence for Meeting Criteria <u>May Include:</u></b>
<ul style="list-style-type: none"> <li>• Master’s degree and 30 credits of graduate study beyond the Master’s degree</li> <li>• At least three years previous experience at the next lower rank or equivalent.</li> <li>• Evidence of competence, productivity and increasing professional achievement</li> <li>• Evidence of ability to perform duties calling for independent professional judgment in the field of specialization</li> <li>• Evidence of productivity</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate from a college or university</li> <li>• At least four years of experience in the appropriate specialty in the next lower rank or equivalent</li> <li>• Evidence of increasing professional maturity in the professional specialization</li> <li>• Demonstrate the ability to plan and organize assigned activities and to supervise the work of assistants</li> <li>• Contributes to the standards, techniques, and methodology of the profession in comparison with peers in the same field</li> <li>• Contributions to critical review and facilitates use by other professionals</li> <li>• Evidence of interaction with the broader professional community beyond the University</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate from a college or university</li> <li>• At least four years of experience in the appropriate specialty in the next lower rank or equivalent</li> <li>• Competent exercise of independent professional judgment in the field of specialization</li> <li>• Evidence of successful planning and organization of assigned activities, including the supervision of assistants</li> <li>• Substantial contributor to the standards, techniques and methodology of the profession</li> <li>• Initiates and supervises critical review for use by other professionals</li> <li>• Evidence of significant interaction and leadership with the broader professional community beyond the University</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity to supervise clerical staff</li> <li>• Participation in scholarly activities</li> <li>• Documented community training activities involving interdisciplinary professionals</li> <li>• Participation in teaching or training curricula</li> <li>• Served on a grant writing team</li> <li>• Served as lead on a grant writing team</li> <li>• Project Coordinator, Co-PI or PI for a grant</li> <li>• Number of instructional activities</li> <li>• Number of published articles</li> <li>• Number of presentations at state, national, or international conferences</li> <li>• Participates in CDS, COE, campus, or system governance or service</li> <li>• Participates in local, national, or international discipline, professional, or disability-related organizations</li> <li>• Member of an editorial review board</li> </ul>

### **E. Promotion of Research Faculty**

Research faculty in the CDS participate in a variety of research and service activities. These may include applied research using traditional and mixed methods, fieldwork, and consultation. Research activities are central to the disability-related projects undertaken by the CDS and require competence in assisting professionals, paraprofessionals, and members of the community to understand, use, adapt, and implement disability-related research. CDS research faculty may also collaborate on research in various academic departments and participate in instructional activities.

*Note: The CDS promotion and tenure criteria are aligned with the UH Mānoa criteria. CDS research faculty have concurrent involvement in research and service activities and periodic teaching/mentoring responsibilities as appropriate.*

### **UH Tenure Criteria for Research Faculty:**

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.
2. The faculty member must have demonstrated a level of research achievement and productivity appropriate to the rank at which tenure is sought in comparison with peers active in the same field. The comparison peer group consists not only of local colleagues but also of the whole of the appropriate research community active at major research centers. For the Assistant Researcher seeking tenure as an Associate Researcher, the faculty member should be well on the way to becoming an established researcher in his or her field. The Associate Researcher seeking tenure should be an established researcher whose productivity during the probationary period reflects this stature. The full Researcher must be among the leaders in the research field. In general, publication of research results in a form that involves review by independent referees is of first importance in establishing research competence and productivity.
3. Collaborative research and joint and shared publications may be the norm in some fields or disciplines. In such cases, departments should include a discussion of authorship conventions - including the significance of authorship order - in their policies and procedures used for tenure and promotion. If not, applicants in such fields or disciplines should provide Department Personnel Committees and Department Chairs with documentation that such is the norm to aid the review process. The significance of such work within the discipline or field should be described to assist the review. Both 1) the proportion of time among given tasks and functions in research and/or writing; and 2) the total proportion of time and effort in the research or publication should be described to aid the review process. Co-author or researcher concurrence or an independent report on such contributions is needed to aid in review.
4. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate

faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community.

**UH Promotion Criteria for Research Faculty**

1. Promotion to Assistant Researcher. An earned doctorate in the relevant field or other appropriate terminal degree is required. The faculty member must provide evidence of competence and increasing professional maturity in the performance of professional and scientific work in the field of research indicated by the title of the class. There must be evidence of ability and promise in independent professional and scientific research documented by independent research activities, publications and contributions to scholarship.
2. Promotion to Associate Researcher. The faculty member must demonstrate a level of research achievement and productivity which reflects his or her stature as an established researcher in comparison with peers active in the same area of research. The comparison peer group consists not only of departmental colleagues, but the whole of the community of scholars active at major research centers. Publication in a form that involves review by independent referees is of first importance in establishing research achievement. Other means by which scholarly and creative research contributions to the discipline are reviewed, utilized and evaluated by peers outside the University are also important. The faculty member must provide evidence of independent ability to plan and organize funded research activities, including effective interactions with students and assistants as appropriate. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community.

Promotion to Researcher. The faculty member must demonstrate a level of research achievement and productivity which establishes stature among the leaders in the relevant research field or sub-field. This leadership position is not only with respect to departmental colleagues, but the international community of scholars active at major research centers. Publications and funded research grants that involve review by independent referees are of first importance in establishing research achievement. Other means by which research contributions to the discipline are reviewed, utilized and evaluated by peers outside the University are also important. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community.

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<b>Promotion to Assistant Researcher</b>	<b>Promotion to Associate Researcher</b>	<b>Promotion to Researcher</b>	<b>Sources of Evidence for Meeting Criteria <u>May</u> Include:</b>
<ul style="list-style-type: none"> <li>• Doctorate in the relevant field</li> <li>• Evidence of competence and increasing professional maturity in the performance of professional and scientific work in their field of research</li> <li>• Evidence of ability and promise in independent, professional, and scientific research</li> <li>• Independent research activities, publications and contributions to scholarship</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate stature as an established researcher in comparison with peers active in the same area of research</li> <li>• Publications reviewed by independent referees, utilized and evaluated by peers outside the University</li> <li>• Independent ability to plan and organize funded research activities, including effective interactions with students and assistants as appropriate.</li> <li>• Participation in the academic affairs of the University, such as through service on appropriate committees</li> <li>• Participates actively in state or national professional, discipline, or disability-related organization</li> <li>• Service to the profession and the general community</li> </ul>	<ul style="list-style-type: none"> <li>• Established level of research achievement, productivity, and leadership, which establishes stature among leaders in the relevant research field or sub-field.</li> <li>• Publications and funded research grants reviewed, utilized and evaluated by independent referees</li> <li>• Contributions and leadership to the discipline as reviewed, utilized, and evaluated by peers outside the University</li> <li>• Leadership in the academic affairs of the department and University</li> <li>• Evidence of leadership in state, national, or international community of scholars active in the professional discipline at</li> </ul>	<ul style="list-style-type: none"> <li>• Record of scholarly accomplishment</li> <li>• Demonstrates leadership in scholarly activities</li> <li>• Recognized locally, nationally and internationally for expertise</li> <li>• Principal investigator for grants of significant size or merit</li> <li>• A record of obtaining grants</li> <li>• Successful grant submissions</li> <li>• Team member/leader on significant research or service projects</li> <li>• Number of articles published (as sole author or lead team author)</li> <li>• Presentations at state, national, or international conferences annually</li> <li>• Student course/instructional activity evaluations</li> <li>• Number/level of students taught</li> <li>• Number of students advised</li> <li>• Number/content of thesis/paper advisement.</li> <li>• Innovative research/instructional activities</li> <li>• Written research philosophy</li> <li>• Peer review of journal articles</li> <li>• In-service research workshops and evaluations</li> <li>• Number of grants funded</li> <li>• Significance of grants funded</li> <li>• Participates in CDS, COE, campus,</li> </ul>

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			major research centers or disability-related organizations <ul style="list-style-type: none"><li>• Leadership in the service of the profession and the general community</li></ul>	or system governance or service <ul style="list-style-type: none"><li>• Number of state, national, international presentations</li><li>• Number of invited presentations</li><li>• Member of an editorial review board</li></ul>
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