

Tenure and/or Promotion Guidelines

College of Arts and Sciences

University of Hawaii at Hilo

February 2011¹

General Comment: These guidelines are intended to supplement the University's requirements and procedures. They are not to be interpreted as supplanting these University requirements and procedures. Thus, this document describes specific criteria and standards which will be used to evaluate whether candidates meet the general criteria for promotion and tenure developed by the University of Hawaii at Hilo. The criteria, standards, and procedures are applied without regard to race, sex, gender identity and expression, age, religion, color, national origin, ancestry, disability, marital status, arrest and court record, sexual orientation, or status as a covered veteran.

The College of Arts and Sciences (CAS) tenure and promotion guidelines are written to provide assistance to candidates preparing their dossiers for P&T, and also to provide guidance to committees evaluating these dossiers.

GENERAL PHILOSOPHY

Tenure-track faculty members in the College of Arts and Sciences (CAS) are normally reviewed in the three traditional areas of teaching, scholarship, and service for the purposes of contract renewal and/or promotion and tenure. Under most circumstances, candidates for promotion and tenure should expect to present strong records in teaching and scholarship. However, CAS follows the general University outline presented in the Tenure and Promotion Handbook which shows several ways teaching, scholarship and creativity, and service expectations may be met:

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High quality teaching, and High quality contributions in scholarly/creative activities, and	High quality teaching, and High quality contributions in service, and	High quality teaching, and A balance of contributions in scholarly/creative activities and service that substantially exceeds the minimum requirements of demonstrated competence.
Demonstrated competence in service	Demonstrated competence in scholarly/creative activities	

In order to encourage consistent evaluation of all candidates, the CAS subscribes to the following general requirements for tenure and promotion. It should be recognized that these are only guidelines developed to give faculty candidates a clearer understanding of

¹ Approved by the CAS faculty (I-3, I-4 and I-5) by a vote of 37 (for) to 11 (against) on February 18, 2011.

the criteria for promotion and/or tenure. Academic organizations are dynamic units, and as such, the minimum standards for promotion and tenure may change over time. At the same time, the CAS adheres to the rules of fair play, and significant deviations from the expressed standards must be the result of collaboration between faculty and administration and must be clearly communicated to faculty when such departures from the standards are instituted. With these points in mind, faculty members are urged to make every effort to exceed the minimum standards expressed in the guidelines.

TEACHING

One of the primary missions of UHH is to provide a quality liberal arts education to its students. As such, excellence in teaching is a critical standard which every successful candidate for tenure and/or promotion must achieve. Evidence of high-quality teaching can be provided in a variety of different ways including, but not limited to:

- Data from standard institutional student course evaluations²
- Reports of peer evaluations on the basis of classroom observations, team teaching, or invited lectures³
- Evidence of supervising numerous students in research/creative scholarship that results in either competitive recognition or scholarly/academic publications⁴
- Teaching awards or recognitions from the UH System, UHH or external organizations that result from nomination by either students or colleagues
- Evidence of curricular developments and new courses, or the development or conversion of existing course(s) to an alternative format (e.g., online, HITS, etc.)
- Production of teaching materials (lectures, on-line materials, etc.) that are used by other teachers or distributed for use by other media
- Development of methods to increase teaching efficiency and effectiveness so that larger numbers of students are taught with no negative impact on the quality of student learning
- Narrative-based student evaluations
- Instructional materials including syllabi and representative assignments
- Record of publications or presentations on pedagogy
- Samples of student work, with or without instructor comments
- Evidence of student awards in the instructor's subject area
- Evidence of impact on students, including evidence of students' postgraduate success

² All faculty members must administer the University's Perceived Teaching Effectiveness survey in all their classes and though it is not required, are strongly recommended to use the results of these to support their case for high quality teaching. At a minimum, most dossiers include summaries for questions 18 and 19, along with class size data and class grade point averages in Table 4.2.

³ If faculty peer evaluations are used as primary evidence of teaching effectiveness, they should be done by multiple faculty members, cover most or all courses taught, and occur over a long enough period of time to establish trends and improvements.

⁴ If research mentoring is used as a primary form of evidence, it should involve a large number of students over the period in question and include evaluations from both faculty peers and students as to the effectiveness of these efforts.

- Creation of a teaching innovation (such as videos, slide presentations, on-line applications, computer simulations, etc.) with evidence of positive application outcomes
- Evidence of mentoring other faculty members to improve the quality of teaching at the institution (e.g., working with teachers one-on-one or conducting workshops on teaching techniques and/or new technologies)
- Evidence of extraordinary efforts in the advising and mentoring of students
- Initiation or refinement of ongoing service learning or internship programs which allow students to learn while contributing to the community
- Evidence of training or upgrading to maintain currency in pedagogy and in the discipline
- Evidence of writing, receiving, or participating in major teaching-related grants (e.g. NSF STEM, US DOE, etc.)
- Major contribution to the successful development and institutional approval of a new department or program including (if applicable) identifying and securing funding from the system, the legislature or other external sources
- Evidence of teaching facility or equipment improvement and/or management

Promotion from Assistant to Associate Professor

Advancement from Assistant Professor to Associate Professor requires that the candidate clearly and thoroughly establish teaching excellence. If the candidate chooses to base their case for teaching excellence on items other than teaching evaluations, it is incumbent on the candidate to make sure they present sufficient evidence for the committee to assess teaching excellence. Candidates wishing to establish their credentials for teaching excellence are advised to write thoughtfully about their teaching philosophy and the application of this philosophy in the classroom, as well as any efforts they have made to improve their teaching.

Promotion from Associate to Full Professor

Advancement from Associate Professor to Full Professor requires that the candidate clearly and thoroughly establish teaching excellence. If the candidate chooses to base their case for teaching excellence on items other than teaching evaluations, it is incumbent on the candidate to make sure they present sufficient evidence for the committee to assess teaching excellence. Candidates wishing to establish their credentials for teaching excellence are advised to write thoughtfully about their teaching philosophy and the application of this philosophy in the classroom, as well as any efforts they have made to improve their teaching.

Evidence and data used to establish teaching excellence for the purposes of advancement from Assistant to Associate Professor should not be reused for advancement from Associate to Full Professor. However, the candidate is encouraged to compare her/his current teaching with past teaching performance to establish the trend of continued excellence in teaching. Candidates for Full Professor are expected to have contributed more significantly in developing curriculum, certificates, programs, new degrees, and assessment methodology than candidates for Associate Professor.

SCHOLARLY OR CREATIVE ACTIVITIES

Faculty must also be professionally active to be promoted to Associate and Full Professor. Faculty members should engage in high-quality scholarship or artistic production, and demonstrate that they have established a program of research, scholarship, or creative work. Professional products can take a variety of forms including, but not limited to:

- A book or monograph published by a recognized academic publishing house, based on original research or creative activity that makes an original contribution to the professions literature
- A published textbook that is adopted for use in classrooms other than the instructor's own
- A published video, feature film, computer simulation, or equivalent that is accepted by a juried film festival, contracted to air on a commercial or public network television station and/or distributed commercially for use in classrooms, interpretive or industrial instruction
- Publication of an original research/scholarly/creative article in a refereed journal in the author's discipline⁵
- Full article published in peer reviewed conference proceedings of a major national or international organization recognized to be top tier in the author's discipline⁶
- Securing a major, new, multiyear federal grant that allows the candidate and the institution to enhance their standings and reputations in the national and international scholarly communities
- Short story, poetry, or play published in a book or journal
- Book chapter published in a refereed book
- Grants from local or state agencies
- Major art exhibit, reading, recital, or equivalent performance
- Editor of a major book or journal
- Published Field Guide
- Major fellowship
- Conference presenter, panel or seminar participant

⁵ The candidate should supply evidence of the journal's standing within their discipline, and indicate his/her contribution to the article.

⁶ The candidate must supply evidence that conference proceedings are considered to be an important venue for publication (e.g.—in the Computer Sciences where ideas and platforms are evolving very rapidly)

- Article, short story, poetry, or play published in a non-refereed journal, magazine, or newspaper
- Chapter published in a non-refereed book
- Technical report based on original research or creative activity in either print or online format depending on the standards of the discipline
- Member of the editorial board for a book or journal
- Merit or achievement awards from professional societies in recognition of scholarly activity, research, or creative endeavors
- Grant proposals for research or creative activities, articles, book chapters, short stories, poetry, or plays submitted for review, or other evidence of scholarly effort
- Published study guide
- Book or database review published in a book or journal
- Inventions or patents
- Supporting letters from outside experts

In general, refereed or juried products have greater weight than non-refereed or non-juried ones, and international and national contributions have more weight than regional or local ones. Regardless, the record of professional products should demonstrate that the individual is, and will likely remain, a productive scholar, and that the individual's professional products are uniformly of high quality and significant to the field.

Promotion from Assistant to Associate Professor

For advancement from Assistant to Associate Professor, faculty in the CAS should show consistent and regular productivity over the course of the review period. While the quantity and frequency of scholarly or artistic products is important, the quality of the scholarly or artistic products, is what is ultimately important in evaluating the scholarly or artistic productivity of a faculty member going up for tenure and promotion to Associate Professor. Faculty should present evidence of the quality and impact of their scholarly work. In cases of documented exceptional impact, fewer publications could satisfy the requirement for tenure and/or promotion in the area of scholarship.

Promotion from Associate to Full Professor

For advancement from Associate to Full Professor, the same kinds of evidence should be presented to show competence or excellence in research, including a consistent record of productivity during the years after promotion to Associate Professor. In addition, the candidate should show, through methods indicated above, that he or she has achieved a significant reputation in the field. This can be demonstrated through citations, letters from experts in the field, or special recognition by one's professional organization. Normally, scholarly or creativity activities used for advancement from Assistant to Associate Professor may not be used again for advancement from Associate to Full Professor.

SERVICE

Candidates seeking tenure and/or advancement from Assistant to Associate professor, or from Associate to Full professor, are expected to show a record of reliable and consistent service to their departments, the University, their profession, and/or the community. Such service can take a variety of forms, including, but not limited to:

- Chairing or serving on a committee or special project at the campus or system level
- Serving as an officer or member of the UHH Congress
- Chairing or serving on the UHH Research or Graduate Councils
- Serving as a department chair or program director/coordinator
- Serving as a division chair
- Serving as an advisor for a student club or organization
- Serving on the editorial board member of a professional journal or book publisher
- Serving on federal grant review panels (e.g., NSF, NIH, CDC, FDA, etc.)
- Serving as an officer or board member of a registered professional or service association/organization
- Chairing a committee or special project in a professional association
- Planning conferences, seminars, and workshops for a national professional association
- Producing research reports for professional association
- Serving as a consultant to an institution or professional association (e.g., program evaluations at other institutions)
- Trainings or certification activities on behalf of a professional or licensing association
- Appointed member of a State-level task force or commission
- Participation on personnel committees, e.g. contract renewal, tenure or promotion of UHH faculty
- Participation in standing committees, search committees or special projects for UHH
- Significant administrative duties at or above the department level (planning, decision-making and implementation, including securing funding)
- Presenter or panelist for a professional workshop or event at UHH
- UHH liaison or adjunct to other programs or organizations
- Reviewing manuscripts for a peer-reviewed national or international journal
- Participation in a panel discussion (community, state, national, or international) separate from a research presentation
- Providing service to volunteer organizations in area of expertise⁷

⁷ Community service outside of a candidate's field of expertise (e.g., coaching a youth soccer team), while laudatory, should not be presented in support of competence in service for the purpose of a promotion application.

- Significant administrative duties on behalf of a non-UHH entity related to your field
- Uncompensated consulting to local government agencies or community associations/agencies in area of expertise
- Serving on advisory boards or equivalents for community associations
- Editorial work for a community publication
- National, State, or Local television or other public presentation in support of UHH or profession
- Presenter or panelist for a local workshop or event at UHH

As in the area of research and creative activity, evidence of the impact of a candidate's service should be presented, including a discussion of specific outcomes.

In order to show excellence in service, a candidate's contributions must substantially exceed a record of reliable and consistent service. A candidate will not be judged to be excellent in the area of service simply by virtue of serving as a member of a multitude of committees. Excellence might be documented by system-wide or national awards or other evidence of international, national, regional or local recognition.

Promotion from Assistant to Associate Professor

For advancement from Assistant to Associate Professor, faculty in the CAS should show a record of reliable and consistent competence in service activities documented by multiple contributions to our institution, the university system and affiliates, professional associations, neighborhood, city, county, and/or state communities, and national and international organizations.

Promotion from Associate to Full Professor

Candidates for promotion to Professor should also show a record of reliable and consistent service, with the additional requirement that they should have assumed leadership positions in some of their service activities. Evidence of service to the profession, such as holding editorial positions, offices in professional organizations, and reviewers for granting agencies would also be appropriate evidence of the level of service expected of those seeking promotion to the rank of Professor.

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