

University of Hawai'i at Hilo  
 School of Nursing  
 Guidelines for Contract Renewal, Tenure and/or Promotion for Nursing Faculty  
 September 3, 2019

**Basis for Evaluation**

School of Nursing (SON) tenure track faculty will follow the University of Hawaii tenure and promotion guidelines and procedures. These SON tenure and promotion guidelines are intended to supplement-not replace-the university-wide requirements and procedures.

Tenure track faculty under consideration for tenure and/or promotion are reviewed in three areas: teaching effectiveness, professional achievement, and service. Requirements in teaching effectiveness, professional achievement, and service can be met in any one of the following three paths:

1. Evidence of “high quality” teaching, combined with evidence of “high quality” contributions in scholarly/creative activities, and demonstrated competence in service
2. Evidence of “high quality” teaching, combined with high quality contributions in service, and demonstrated “competence” in scholarly activities.
3. Evidence of “high quality” teaching, and a balance of contributions in scholarly activities and service that substantially exceeds the minimum requirements of demonstrated competence.

Path 1	Path 2	Path 3
High quality teaching, and	High quality teaching, and	High quality teaching, and
High quality contributions in scholarly/creative activities, and	High quality contributions in service, 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 activities	

## **Guidelines for meeting the Criteria**

Faculty personnel committees, department chairs, and administrative reviewers must judge whether a candidate's achievements meet the standard of 'high quality', 'competence' or 'substantially exceed competence'.

Of the three evaluation categories, teaching effectiveness is clearly the most important. Excellence in professional achievement will not make up for inadequate performance in the teaching area. Advancement at UH Hilo will depend on excellent teaching. At the same time, performance in the professional achievement and service must not be slighted. Accomplishment in all areas must be present for advancement.

It should be recognized that this document should be used to give faculty members a clearer understanding of criteria for tenure and/or promotion. Since academic organizations are dynamic units, the standards for promotion and tenure may change over time. Tenure track candidates should use those Criteria in preparing their applications for contract renewal.

Faculty members are reminded that it is their responsibility to "make their case" in the preparation of dossiers; they should make a compelling argument for tenure and/or promotion with clear and convincing supporting data.

## **Teaching**

In recognition of UH Hilo's primary mission of providing a quality liberal arts education to its students, every successful candidate for tenure and/or promotion must provide evidence that he/she has met the University's high expectations in the area of teaching. It is recommended that statistical data derived from the University's Perceived Teaching Effectiveness survey be presented for every course taught since the candidate's hire (in the case of candidates for tenure and promotion Associate Professor) or since the previous promotion and/or contract renewal. Narrative student evaluations are also useful, and are recommended as a supplement to quantitative evaluations. It is important to analyze data from student evaluations over one or more cohorts of students to accurately trend evaluative data. The candidate is encouraged to present an analysis of these evaluative data, which might include a discussion of plans to address areas of perceived weakness, or a discussion of particular problems encountered in particular classes. While these data provide evidence of student satisfaction, the candidates may submit other kinds of evidence related to their teaching and the Personnel Committee should give credence to these other sources.

A statement of endeavors is required of all candidates; this statement should include the instructor's philosophy of teaching, learning goals for his/her students, discussion of methodologies, etc. It should certainly show continued efforts to improve teaching, including awareness of weaknesses and a description of systematic attempts to address these. Excellence should be demonstrated across the variety of courses a faculty member

teaches and over a considerable period of time. Faculty members, especially those desiring promotion to Professor, are encouraged to demonstrate their teaching ability by developing new courses and teaching a variety of courses at both the introductory and advanced levels.

The following is a list of materials that may be included in a candidate's dossier. Each candidate is encouraged to provide materials that best displays his or her teaching ability, style, and result:

1. Teaching awards (including nominations for such awards)
2. Reports of classroom observations by departmental and non-departmental peers.
3. Peer evaluations based on team teaching or invited lectures
4. Evidence of curricular innovations and new course development
5. Instructional materials such as syllabi, original handouts, and representative assignments
6. Samples of student work with (or without) instructor comments
7. Evidence of student awards in the subject area
8. Evidence of impact on students, including evidence of student's postgraduate success
9. Examples of innovative teaching methods
10. Evidence of training or upgrading to maintain currency in pedagogy and in the discipline
11. Evidence of teaching related grants
12. Evidence of teaching facility or equipment improvement and/or management
13. Number of students taught
14. Evidence of the supervision of students in research/creative scholarship

Excellent teaching is a necessary, but not sufficient criterion for promotion and tenure.

### **Professional achievements**

To support a designation of "competence" in professional achievements in connection with an application for tenure and promotion to Associate Professor, contributions can be made in a variety of forms. Evidence of professional achievement is twofold and should include scholarly activity and service contributions. Scholarly activities may include but are not limited to:

1. Research
2. Creative work
3. Grants or fellowships
4. Publications and artistic or professional presentations
5. Papers presented at national/international regional conferences
6. Peer recognition by professional societies/organizations

7. Study at other institutions for additional professional credential or toward an advanced degree beyond the degree UH Hilo requires for the discipline
8. Professional practice and/or development necessary to maintain competency and credentials.
9. Certification in a nursing specialty or related field by a professionally recognized organization.
10. Service to the external community using professional knowledge and skills
11. Serving as an unpaid consultant or volunteer within the community in the candidate's field of expertise

## **Service**

Candidates for contract renewal promotion and tenure are advised that service to the University, one's profession and the community is an essential aspect of one's responsibility as a member of the UH Hilo faculty. To demonstrate competence in the service component of professional achievement, candidates for tenure and promotion to Associate Professor should show a record of reliable and consistent service to their Departments, University, profession and community. Evidence of service may include but is not limited to:

1. Regular and effective participation on:
  - a. Departmental and /or university committees
  - b. Faculty governance bodies
  - c. Ad hoc subcommittees
  - d. Search committees
  - e. Conference organizing boards
  - f. Journal review panels
  - g. Faculty union boards and committees, etc.
2. Effective participation in departmental and divisional affairs
3. Work with student activities and organizations
4. Direct assistance with the external relations work of the college (e.g. recruiting students, speaking at alumni groups)
5. Judging educational competitions
6. Speaking to community or school groups
7. Service and Membership to a professional society /organization
8. Serving locally and statewide in meaningful public service activities not directly connected to one's academic expertise.

In order to show "high quality" professional achievements, the candidate's record should exceed the requirement for "competence." This might entail more publications, or it might entail publications and other scholarly activity of particular merit such as study for an advanced degree or certification. In terms of service, a candidate's contributions must substantially exceed a record of competence in service. This demonstration must be made not merely in terms of quantity of service but in terms of the exemplary quality of that service.

For promotion to Full Professor, the same kinds of evidence should be presented to show “competence” or high quality” performance in professional achievements, including a record of productivity during the years after promotion to Associate 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 service activities both on and off campus. In addition, the candidate should show through methods indicated above, that he or she is seeking to make a noteworthy contribution within their academic area of specialization. In no case may professional achievements used for one promotion be presented in support of a second promotion.