


# Reappointment, Tenure and Promotion Guidelines

## Ka Haka 'Ula O Ke'elikōlani

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## **HISTORICAL BACKGROUND**

Hawai'i is unique within the United States in having two official languages, Hawaiian and English, both of which are legal media of education. Once the only language used in Hawai'i public schools, Hawaiian was banned for ninety years and nearly died before being legalized by the state legislature for use in education again in 1986. The reestablishment of Hawaiian as a medium of education is supported by: Section 4 of Article X, Section 7 of Article XII, and Section 4 of Article XV of the Hawai'i State Constitution.

The reestablishment of Hawaiian as an official language in Hawai'i was an especially strong local manifestation of a national movement to reverse the impending extinction of Native American languages. In response to this movement, the federal government of the United States passed the Native American Languages Act in 1990, recognizing the rights of Native Americans - including Native Hawaiians - to use, maintain, and revitalize their languages, including the right to use Native American languages as media of public education. Thus, the College has a unique national and international role in providing direction for indigenous language revitalization.

In Act 315, the 1997 Hawai'i State Legislature mandated the establishment of the State's Hawaiian language college at the University of Hawai'i at Hilo campus to serve as "a focal point for the State's efforts to revitalize the Hawaiian language through teacher training, undergraduate and graduate study of Hawaiian, community outreach, research and testing, use of technology, national and international cooperation, and the development of liberal education in Hawaiian for future generations of Hawaiian speakers." The College is also recognized for providing tertiary education through Hawaiian in Act 133 of 2003 authorizing Hawaiian medium education as a distinctly administered system within the Hawai'i public school system with distinct powers and responsibilities.

At present, Ka Haka 'Ula O Ke'elikōlani Academic Division programs include four kindergarten to 12th grade laboratory school programs located on three islands, eleven preschools, two Bachelor of Arts degrees, a post baccalaureate teacher education certification, two Masters of Arts degrees, and a doctoral degree. Within the other division of the College, the Hale Kuamo'o Center, unique services and resources are created and provided to the state's Hawaiian speaking population, especially those in Hawaiian medium schools, as well as to other indigenous peoples around the world. The 'Imiloa Astronomy Center of Hawai'i at UH-Hilo also has a unique relationship with the College in providing Hawaiian cultural content and a fully bilingual presentation of all material in the Center.

## **IMPLICATIONS FOR KA HAKA 'ULA O KE'ELIKŌLANI FACULTY**

Ka Haka 'Ula O Ke'elikōlani operates through the medium of Hawaiian; thus, its faculty must be highly fluent in the Hawaiian language, thoroughly versed in cultural beliefs and practices, and models of the daily use of Hawaiian as a revitalized indigenous language. Faculty must not only model active use of Hawaiian in all contexts, but must also provide leadership in assisting others, such as students, support staff, consortium partners, and affiliated communities toward such revitalized use of Hawaiian. At present, such qualifications can only be obtained with great personal effort outside standard academic pathways.

Faculty of Ka Haka 'Ula O Ke'elikōlani are expected to use Hawaiian as the operating language across

the range of functions within the College. Therefore, in addition to university-level teaching responsibilities, faculty may be assigned to a P-12 laboratory school, curriculum and technology development, or planning and international relations. In many cases, the courses, services and materials produced by Ka Haka 'Ula O Ke'elikōlani faculty are not available elsewhere. Such materials are produced with great difficulty due to lack of reference materials, basic support, or even preexisting appropriate Hawaiian vocabulary. Furthermore, by law, the College is an integrated part of a highly stressed statewide Hawaiian language medium education and language services system, in addition to its role as a part of the University of Hawai'i at Hilo. Thus, the definitions of teaching, research, and service are much broader in Ka Haka 'Ula O Ke'elikōlani than in standard university programs. Below are some guidelines prepared by the College to assist those evaluating faculty for contract renewal, tenure, and promotion and for evaluating faculty educational qualifications.

### **EDUCATIONAL QUALIFICATIONS**

The most central qualification for employment at Ka Haka 'Ula O Ke'elikōlani is not a Ph.D. or M.A. as in most other programs; rather it is a high proficiency and literacy level in the Hawaiian language and culture. A majority of the College's faculty members were hired without the Ph.D. at the insistence of the College that Hawaiian language fluency take precedence over the Ph.D. For this reason, the College has been very successful in developing its many programs. Section 4 of Article X of the State Constitution specifically requires the recognition of such "community expertise" as "a suitable and essential means in furtherance of the Hawaiian education program." Provisions in University of Hawai'i regulations allow for hiring of individuals based on specialized knowledge and skills in addition to degree credentials.

Both formal and informal training within the Hawaiian community are highly valued in the College. Thus, education through a respected *hālau hula* or formal mentorship by a recognized expert in some aspect of Hawaiian language and culture are important educational criteria within Ka Haka 'Ula O Ke'elikōlani. Such formal education within a traditional Hawaiian context is balanced by informal learning available in Hawaiian communities, including Hawaiian family activities such as preparing a *lū'au*, Hawaiian funerary organizations such as the 'Ahahui Ka'ahumanu, Hawaiian civic/political organizations such as the Hawaiian Civic Club, Hawaiian religious organizations such as churches with large Hawaiian membership, Hawaiian culture management organizations such as island burial councils, or Hawaiian educational organizations such as the Native Hawaiian Education Council or Nā Lau Lama.

Ka Haka 'Ula O Ke'elikōlani Faculty are typically hired without a Ph.D. or an M.A. because graduate degrees are not widely available in Hawaiian or language revitalization outside of the College; as such, the University of Hawai'i Board of Regents approved enrollment of the College's faculty in graduate programs of the College. This unique provision was also approved by the University of Hawai'i's accreditation agency, the Western Association of Schools and Colleges (WASC), and provides a means for the College to address language and culture revitalization research qualifications among its faculty within an American tertiary education context.

The basic requirement for high fluency in Hawaiian may be waived for faculty hired to further develop graduate level programs for fluent speakers of Hawaiian who are faculty or potential faculty of the College. Such waived faculty must have outstanding qualifications in international tertiary education and unique insights valuable for furthering Hawaiian language and culture revitalization. The Hawaiian

fluency requirement may also be waived for unusual cases where faculty are required for special functions, usually related to educational outreach to other indigenous groups, or to training students focusing on other indigenous languages and cultures. In such cases, hiring requirements parallel those for faculty serving the core Hawaiian language and culture purpose of the College. If individuals hired with a waiver of Hawaiian language qualifications are to become permanent tenured faculty of the College, they must develop an approved plan for developing appropriate functional fluency and literacy in Hawaiian and be required to meet the approved Hawaiian goals before the awarding of tenure.

## **TEACHING**

The College has formally adopted the *Kumu Honua Mauli Ola* ([www.olelo.hawaii.edu/olelo/khmo.php](http://www.olelo.hawaii.edu/olelo/khmo.php)) educational philosophy as the foundation of all of its programs aimed at endangered language and culture revitalization. Teaching is not restricted to the classroom; rather, it is oriented to provide leadership, skills, and knowledge in *honua* - environments where Hawaiian language and culture form the basis for all interaction among individuals. Within a *honua*, three pathways provide knowledge and skills in four broad categories, all of which must be addressed by a successful teacher. The *Kumu Honua Mauli Ola* essentially calls for a culture of learning that is lifelong, intergenerational, self-reproducing, and tied to communities and locations. Classroom teaching only is not considered adequate for the teaching requirement of Ka Haka 'Ula O Ke'elikōlani. Faculty must demonstrate their ability to operationalize *honua mauli ola* in their teaching.

Faculty teaching includes role modeling, participation in other *honua* to enrich learning, and leadership in preparing others to develop new *honua*. The College recognizes the following *honua* operated through Hawaiian: media; public and private offices; sports, cultural and social groups; social services; support services; and families and close knit communities where faculty provide teaching. Evaluators should also be aware that some *honua* are more difficult to establish and maintain than others. What may seem the easiest to do within the English medium context, such as establishing a fully mother tongue (Hawaiian) speaking household where students can visit to model their own lives, can be the most difficult. Conversely, what may seem the most difficult in English, such as graduate level analysis of old texts on obsolete cultural practices, may be the easiest. Generally, the stronger the tie between a particular context and daily life in the community, the more difficult a *honua* is to establish. Nevertheless, the College has considerable experience in operating through the *Kumu Honua Mauli Ola* and attributes its internationally known success in teaching and revitalizing Hawaiian language and culture to the use of this Hawaiian educational philosophy.

With this in mind, it is important to note that standard teaching evaluation instruments were not designed with the *Kumu Honua Mauli Ola* in mind, nor do they lend themselves well to teaching evaluation through *honua* other than university classrooms. Therefore, the College relies heavily on observations of others to verify skill in teaching within the *Kumu Honua Mauli Ola* educational philosophy.

## **RESEARCH AND ARTISTIC PRODUCTS**

The core product of Ka Haka 'Ula O Ke'elikōlani is language and culture revitalization. Vibrant *honua* developed by faculty are akin to artistic products in Music, Drama, Dance, and Art programs. Faculty members are expected to develop new, or to expand *honua* operated through Hawaiian as a primary source of evidence of their professional skills. They are also expected to produce resources necessary for

such *honua* to operate fully, including newly coined Hawaiian vocabulary, textbooks, computer programming, manuals, policies and drafts of legislation supportive of the existence of such *honua*, and information for policy makers and the general public who determine the existence of such *honua* and participate in them. These activities all require primary research into historical and contemporary aspects of Hawai'i and the broader world in which *honua* are located.

Besides *honua* and the resources needed for them, faculty in the College also produce standard artistic products such as poetry, plays, music, dance, choreography, and other art. It is expected that these products be in the Hawaiian language and be best understood and interpreted by those who speak the Hawaiian language fluently.

In many U.S. university programs, faculty conduct research outside their institutions and publish the results of their findings in refereed journals or other publications to reach others involved in their specialization. The nature of Ka Haka 'Ula O Ke'elikōlani is such that it creates *honua*, schools, communities of Hawaiian speakers, media, cultural events, and so forth, appropriate for such research. These *honua* parallel laboratories created in research universities for scientific experiments. Indeed, researchers from other universities have sought to do research in the "laboratories" of Ka Haka 'Ula O Ke'elikōlani. The College expects its own faculty to publish their work done in the various *honua* of the College and to provide the information produced to others involved in the specialization of the College. For example, the information is first provided to other Hawaiian language and culture revitalization experts and then to other indigenous language and culture revitalization experts. Other appropriate research focuses on language and culture revitalization in the community beyond the *honua* of the College.

As of yet, there are no journals specific to Hawaiian language and culture revitalization or language and culture revitalization as a whole. Dissemination among language and culture revitalization specialists is primarily through meetings, small conferences, presentations, and targeted writings, images, and tapings such as those shared by digital videos, internet, popular Hawaiian language press, and other written materials. Invited evaluations of other indigenous language and culture revitalization programs also lie within this area of research. In some circumstances, personal communication recognized in the publications of prominent scholars may be recognized as a research contribution.

Scholars in the fields of education, political science, linguistics, computer science, sociology, religion, anthropology, and ethnomusicology, among others, have shown interest in Hawaiian language and culture revitalization. These fields have referred journals in which College faculty may publish. It is important, however, that such publication in external fields be secondary to the primary research and creative purpose of the College. Again, the primary research and creative purpose of the College is first to strengthen its own field, i.e., Hawaiian language and culture revitalization, and second, other language and culture revitalization efforts. Thus, too much attention to publication in fields outside the concentration of the College, replacing the core creation and development of *honua* of language and culture revitalization is considered inappropriate for College faculty.

Due to the lack of journals for the field of the College, all faculty members are encouraged to demonstrate that they are capable of peer-reviewed, quality writing in an external field. Demonstration of such writing

in an external field is important in legitimizing the College in the eyes of detractors who see no place for the creative work of language and culture revitalization in academia. The legitimization of the College to detractors through such writing is important for the survival of Hawaiian and thus appropriate for the work of the College.

Hawaiian translation and adaptation of works in other languages is an appropriate creative and scholarly activity. Translations should be judged on the criteria of usefulness to Hawaiian language and culture revitalization, quality and artistic merit of the translation, and level of difficulty of translating from the original language. Translation of Hawaiian materials into English or other languages, however, is outside the scholarly mission of the College, and more appropriate for faculty in other departments such as English. Joshua Fishman, the most well known scholar of language and culture revitalization, argued that the greatest danger to language and culture revitalization movements is the provision of the same indigenous material in both the endangered language and the dominant language. Therefore, within the field of language and culture revitalization, translation into English generally runs counter to the mission of the College. In contrast, translation into an endangered language such as Hawaiian does not harm the vitality of a dominant language.

College faculty members may produce annotated revisions of older Hawaiian documents and traditions in contemporary Hawaiian orthography. Such work is in many ways more difficult than translating Hawaiian materials into English, because a translation may be presented without any indication that the translator had questions regarding meaning. An English reader, for example, cannot determine that a particular section may be very obscure or open to several interpretations. Hawaiian manuscripts are full of misprints, unusual punctuation, and undocumented words. An annotated republication, parallel to what is done for older English documents by faculty from English Departments, such as an annotation of Chaucer's *Canterbury Tales*, is appropriately viewed as scholarly and addresses the core purpose of the College – strengthening the use and understanding of Hawaiian.

When evaluating the scholarly and artistic products of faculty, evaluation committee members who do not speak Hawaiian should seek out the opinion of highly fluent Hawaiian speakers or look for evaluations from a credible scholar to be included in a dossier. Because of the very limited number of people highly fluent and literate in Hawaiian, highly grammatical, properly spelled, culturally congruent, and lexically appropriate writing in Hawaiian is very rare. It is very easy for a person to appear to be an expert in Hawaiian language to those who do not know Hawaiian or who have limited and uncritical knowledge of it.

## **SERVICE**

Service within Ka Haka 'Ula O Ke'elikōlani also has its own distinctive elements. The range of activities within the College - from its laboratory schools and Hawaiian language and culture education outreach to its specialized Lexicon Committee and Polynesian Languages Forum - provides a wealth of opportunities to provide service in organizing, managing, and administering College activities. Such facility service is regarded as core to the College, as it directly involves language and culture revitalization.

Secondary core service is delivered to other entities relative to the College by various acts and legislation, some of which are noted in Section I. The legislatively designated entities include the greater University

of Hawai'i at Hilo and University of Hawai'i system, as well as the Hawai'i State Department of Education and the non-profit 'Aha Pūnana Leo, Inc. Service to the greater University of Hawai'i at Hilo community is especially important in making the College visible to the University as a whole and for communicating the unique mission and activities of the College to the campus. If service to these entities is through the Hawaiian language, it can be considered core service.

Tertiary service is delivered to the broader community through English. For example, such service may involve finding a Hawaiian name or understanding a song for those who are doing a May Day program in an English medium school. It may involve assisting a family to retain their land by providing a translation of a deed written in Hawaiian or providing assistance to local English medium museums to assure cultural accuracy.

All other service using English that has no direct connection to the Hawaiian language and culture, such as serving in the local Rotary and coaching a Little League team through English might be noted in a dossier, but is to be given little or no weight in terms of the specific service requirements of faculty within Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language.

#### **FURTHER EDUCATION RELATIVE TO THE GOALS OF THE COLLEGE**

As the College is still in the early stages of its development, it greatly needs individuals with a broad range of knowledge and skills that must be combined with high fluency in Hawaiian language and culture. Increased development of fluency in Hawaiian language and culture is a goal for all faculty and involves major research efforts and time commitments that would not normally be accorded recognition in a university in terms of tenure and promotion. From time to time, the College may need a particular knowledge or skill base which it may request a faculty member to research and develop. Furthermore, as most of the faculty members are currently hired without the doctorate because expertise in Hawaiian language and culture is the primary qualification for hire, the College realizes the importance of its faculty completing the doctorate.

Given the faculty need for further education in Hawaiian language and culture, the doctorate, and other areas, the College administration provides a means for exemplary faculty to receive credit towards tenure and promotion when pursuing further education approved by the Dean (or Director) and Division Chair. The area of credit towards tenure and promotion is to be determined by consensus among the faculty member, the Dean (or Director) and Division Chair.

#### **OTHER CIRCUMSTANCES**

In consultation with the Division chair, the Dean (or Director) of the College has the responsibility to determine extenuating circumstances relative to the overall goals of the College and the spirit of its tenure and promotion path where an individual faculty member may be credited for tenure and promotion.

#### **QUANTIFICATION OF CONTRIBUTION**

The nature of the work of Ka Haka 'Ula O Ke'elikōlani and its base educational philosophy, the *Kumu Honua Mauli Ola*, is highly group oriented. Faculty are directed to quantify their participation for teaching and for research/artistic products in percentage numbers as accurately as possible. However, faculty are also directed to indicate the importance of their contribution to the ultimate outcome of the



teaching or research/artistic product. In the College's work, what may be quantified as a small percentage of the work, may be a crucial component without which the final outcome would be impossible. Furthermore, in some cases based on traditional Hawaiian processes, a faculty member may not be directly involved in another faculty member's product at all, but still be the key element, and even an honored element in Hawaiian tradition. For example, use of a certain name, piece of poetry, story, or other previously existing product, may require permission and endorsement based on genealogical and other cultural factors that must be addressed by the appropriate person in the College. The ability to facilitate such activity is in itself a skill that not only deserves recognition; it is an actual outcome or product of Hawaiian language and culture revitalization central to the mission of Ka Haka 'Ula O Ke'elikōlani.

Ka Haka Haka 'Ula O Ke'elikōlani follows UH-Hilo policies for meeting the requirements for tenure and promotion. These policies include the following three sets criteria as possible pathways to tenure: 1. a) high quality teaching, and b) high quality contributions in scholarly/creative activities, and c) demonstrated competence in service; 2. a) high quality teaching, and b) high quality contributions in service, and c) demonstrated competence in scholarly/creative activities; or 3. a) high quality teaching, and, b) a balance of contributions in scholarly/creative activities and service that substantially exceeds the minimum requirements of demonstrated competence.

As a general guide to quantification of faculty productivity, the 2006-2007 Ka Haka 'Ula O Ke'elikōlani College Senate approved the following detailed descriptions for the areas of: teaching, research and artistic products, and service.

To be judged as reaching "high quality" in teaching, a candidate's work must meet the criteria for "high quality" in the majority of subcategories.

To be judged as reaching "demonstrated competence" in research/artistic contributions and similarly for service, a candidate's work must meet the criteria for "demonstrated competence" in every subcategory. To be judged as reaching "high quality" in research/artistic contributions and similarly for service, a candidate's work must meet the criteria for "high quality" in the majority of subcategories.

Candidates may be also judged as reaching "a balance of contributions" (UH-Hilo policies criteria 3. above) through demonstration of a unique combination of his or her record in research/artistic contributions and service that is equal in quality and quantity to that required by the College to meet "demonstrated competence" in one area and "high quality" in the other.

## **CATEGORY I. TEACHING**

### **SUBCATEGORY A - DEMONSTRATED P-20 LEVEL TEACHING SUCCESS**

1. **DEMONSTRATED COMPETENCE:** Candidate demonstrates successful teaching experience in no less than three levels with at least one level taught over three semesters: a) preschool, b) elementary school, c) middle/high school, d) lower division undergraduate college, e) upper division undergraduate college, f) distance education, g) teacher certification, in-service, or professional development, h) other graduate level teaching. Summer school teaching can be used to fulfill this requirement.

2. HIGH QUALITY: Candidate demonstrates successful teaching experience in no less than five of the following levels with at least four semesters in one level and two semesters in another: a) preschool, b) elementary school, c) middle/high school, d) lower division undergraduate college, e) upper division undergraduate college, f) distance education, g) teacher certification, in-service, or professional development, h) other graduate level teaching. Summer school teaching can be used to fulfill this requirement.

#### **SUBCATEGORY B - DEMONSTRATED COMMUNITY TEACHING SUCCESS**

1. DEMONSTRATED COMPETENCE: Candidate uses Hawaiian language at all times with students, faculty and staff of the college, both on and off campus as an individual participant in the community revitalization of the Hawaiian language and culture. Candidate participates in Hawaiian culture on campus and in the community as an individual participant in the community revitalization of the Hawaiian language and culture.

2. HIGH QUALITY: Candidate meets category I.B-1 and is a leader in one or more stable Hawaiian speaking *honua* open for student interaction, such as his or her own nuclear family household, a sports team, a *hālau*, a cultural club, a musical group, a community non-profit organization, a regularly meeting community group, and so forth.

#### **SUBCATEGORY C - STUDENT MENTORING SUCCESS**

1. DEMONSTRATED COMPETENCE: Candidate mentors individual P-20 program students, including those who are: a) participating in field experiences or field trips; b) preparing for a higher level of education (e.g., graduating from high school, enrolling in college, entering graduate school); c) writing a thesis or dissertation for which the candidate serves as a committee member or as an advisor in some capacity.

2. HIGH QUALITY: Candidate meets category I.C-1 and also leads in the development and implementation of a) a multi-section or multi-course Hawai'i Island field experience for students; b) a specialized off-island field experience or study program; c) a thesis/dissertation committee as chair; d) an event or program for applied learning in real life applications; e) an event or program that promotes meaningful educational interaction of students with community members who have specialized knowledge.

#### **SUBCATEGORY D - COLLEGE COMMUNITY COORDINATED TEACHING SUCCESS**

1. DEMONSTRATED COMPETENCE: Candidate relates own classroom teaching to Kumu Honua Maui Ola Hawaiian teaching philosophy used by the College; works cooperatively and selflessly with other faculty members of the College in providing a unified educational experience to College's P-20 students; and has participated in group workshops and program planning efforts of the College.

2. HIGH QUALITY: Candidate meets category I.D-1 and has more extensive training in Hawaiian and non-Hawaiian teaching methodology; coordinates teaching and programming within the College; and provides other leadership in-service support to colleagues in their teaching within the P-20 efforts of the College.

#### **SUBCATEGORY E - OBSERVED SUCCESS IN APPLICATION OF TEACHING SKILLS**

1. DEMONSTRATED COMPETENCE: Student, faculty and other external evaluations meet College standards with allowance for unique aspects of courses and students enrolled.

2. HIGH QUALITY: Student, faculty and external evaluations exceed College standards with allowance for unique aspects of courses and students enrolled.

## **CATEGORY II. RESEARCH AND ARTISTIC CONTRIBUTIONS**

### **SUBCATEGORY A - MATERIALS FOR HAWAIIAN LANGUAGE AND CULTURE TEACHING AND USE**

1. DEMONSTRATED COMPETENCE: Candidate develops quality original materials and resources for use in P-20 education within the College and/or within Hawaiian language and culture teaching in the larger community, especially through the medium of Hawaiian, including support materials such as readers or workbooks, technological resources, new courses, a new domain of Hawaiian vocabulary, etc.

2. HIGH QUALITY: Candidate develops a higher-level book or series of books, in a leadership role in an overall coordinated effort in curriculum and materials development, a new *honua* for use of the Hawaiian language and culture through the language, or provides leadership in grants development related to the broad teaching mission of the College.

### **SUBCATEGORY B - ARTISTIC CREATIONS AND SCHOLARLY WRITING WITHIN THE HAWAIIAN LANGUAGE AND CULTURE OR OTHER WORK OF THE COLLEGE**

1. DEMONSTRATED COMPETENCE: Candidate produces artistic creations such as a Hawaiian song, *hula*, musical arrangement, or play; develops an artistic translation into Hawaiian; creates a substantial body of creative Hawaiian names and lexical items as part of language planning; or creates a physical work of art within the context of Hawaiian language and culture; or scholarly writing as the primary author of one published article of sufficient merit in a field directly related to the work of the College or as a secondary author in a number of scholarly articles equivalent to one scholarly article of sufficient merit; or candidate produces a combination of either artistic creations and scholarly writing equivalent in quality and quantity to fulfilling the requirements of artistic creations or scholarly writing alone.

2. HIGH QUALITY: Candidate makes a contribution beyond the level of category II.B-1 in size and/or merit in terms of artistic creation and scholarly writing within Hawaiian language and culture.

### **SUBCATEGORY C - PRESENTATION TO THE HAWAIIAN COMMUNITY**

1. DEMONSTRATED COMPETENCE: Candidate presents the results of his/her research and artistic contributions at one or two conferences attended primarily by members of the Hawaiian community not affiliated with the College; the candidate's research and artistic contributions are the subject of one or two significant articles in a Hawaiian community-oriented journal or local newspaper (written by the faculty member or developed with the writer by the faculty member); or an equivalent combination of the two. The Hawaiian community may include those of Hawai'i origin living outside Hawai'i.

2. HIGH QUALITY: Candidate presents the results of his/her research and artistic contributions at three or more conferences attended primarily by members of the Hawaiian community outside the College; the candidate's research and artistic contributions are the subject of three or more significant articles in a Hawaiian community-oriented journal or local newspaper (written by the faculty member or developed with the writer by the faculty member); or an equivalent combination of the two. The Hawaiian community may include those of Hawai'i origin living outside Hawai'i.

#### **SUBCATEGORY D - PRESENTATION TO INDIGENOUS COMMUNITY**

1. **DEMONSTRATED COMPETENCE:** Candidate presents the results of his/her research and artistic contributions at one or two conferences or workshops focusing on indigenous issues and attended primarily by indigenous peoples other than Hawaiians; writes an article in an indigenous-oriented journal or publication; writes or provides primary support for two or more articles for indigenous or national newspapers about his or her research and artistic contributions; or an equivalent combination.
2. **HIGH QUALITY:** Candidate presents the results of his/her research and artistic contributions at three or more conferences or workshops focusing on indigenous issues and attended primarily by indigenous peoples other than Hawaiians; writes two articles in an indigenous-oriented journal or publication; writes or provides primary support for three or more articles for indigenous or national newspapers about his or her research and artistic contributions; or an equivalent combination.

#### **SUBCATEGORY E - PRESENTATION TO THE NATIONAL AND INTERNATIONAL COMMUNITY OF SCHOLARS**

1. **DEMONSTRATED COMPETENCE:** Candidate presents the results of his/her research and artistic contributions to one conference attended primarily by national and international scholars outside the indigenous community, or publishes in one or more refereed journals read by the national and/or international community of scholars outside the indigenous community. Note that a publication in this subcategory also meets category II.B.
2. **HIGH QUALITY:** Candidate presents the results of his/her research and artistic contributions to two or more conferences attended primarily by national and international scholars outside the indigenous community; publishes in two or more refereed journals read by the national and/or international community of scholars outside the indigenous community; or a combination of the two.

#### **CATEGORY III. SERVICE**

##### **SUBCATEGORY A - SERVICE TO HAWAIIAN SPEAKING FAMILIES AND COMMUNITIES**

1. **DEMONSTRATED COMPETENCE:** Candidate provides basic assistance to Hawaiian speaking families and communities in their efforts to further develop the Hawaiian language and culture within their lives, through service to their community organizations, assistance in addressing challenges, and special events within this community.
2. **HIGH QUALITY:** Candidate provides exemplary assistance to Hawaiian speaking families and communities in their efforts to further develop the Hawaiian language and culture within their lives, such as: through service to their community organizations, through assistance in addressing challenges, through special events within this community, and so forth.

##### **SUBCATEGORY B - SERVICE TO THE NON-HAWAIIAN SPEAKING COMMUNITIES OF HAWAI'I AND THOSE OF HAWAI'I ORIGIN OUTSIDE HAWAI'I**

1. **DEMONSTRATED COMPETENCE:** Candidate provides assistance in various aspects of Hawaiian language and culture to those outside the Hawaiian speaking community, e.g., explanations of pronunciation, assistance with understanding of Hawaiian culture and history, Hawaiian language and culture service on committees, reference to experts, information on programs leading to participation in the Hawaiian speaking community, etc.
2. **HIGH QUALITY:** Candidate provides assistance with various aspects of Hawaiian language and

culture to those outside the Hawaiian speaking community that leads to major advances in political and demographic support for the Hawaiian language and culture, especially on a local and state level.

**SUBCATEGORY C - SERVICE TO THE INDIGENOUS LANGUAGE AND CULTURE REVITALIZATION COMMUNITY**

1. **DEMONSTRATED COMPETENCE:** Candidate provides assistance in various aspects of a broader movement to support indigenous languages and cultures on a national and international level, e.g., explanations of the Hawaiian situation, service on committees for conferences, hosting visitors, reference to experts.
2. **HIGH QUALITY:** Candidate provides assistance with various aspects of Hawaiian language and culture to those outside the Hawaiian speaking community that leads to major advances in political and demographic areas for the Hawaiian language and culture, especially on a national and international level, or provides major service to national and international bodies in expanding efforts on behalf of indigenous languages and cultures, and/or becomes a leader in establishing or maintaining a significant relationship between the Hawaiian speaking community and another indigenous or autochthonous linguistic minority community involved in language and culture revitalization.

**SUBCATEGORY D - STANDARD KA HAKA 'ULA O KE'ELIKŌLANI COLLEGE-INTERNAL SERVICE**

1. **DEMONSTRATED COMPETENCE:** Candidate serves on College internal committees, governing bodies, events, and other needs outside the classroom.
2. **HIGH QUALITY:** Candidate exceeds “demonstrated competence” in III.D-1 or meets “demonstrated competence” in III.D-1 and also serves in a leadership capacity within the College, such as chair major committees; serve as director of a division, a department, or the College; serve as the primary planner or writer of a major initiative of the College.

**SUBCATEGORY E - STANDARD HILO CAMPUS AND UNIVERSITY OF HAWAI'I SYSTEM SERVICE**

1. **DEMONSTRATED COMPETENCE:** Candidate represents the College at University of Hawai'i at Hilo campus in a minimal number of internal committees, or provides service in a minimal number of campus events, or represents the College in minimal publicizing of the campus, etc. or provides minimal service on campus governing or hiring bodies.
2. **HIGH QUALITY:** Candidate exceeds adequate in III.E-1, or meets “demonstrated competence” in III.E-1 and also provides representation of the Hilo campus within the larger University of Hawai'i system in an appropriate fashion, or exceeds III.E-1 and also represents the University of Hawai'i system in a larger national body in some appropriate fashion.

**REAPPOINTMENT AND TENURE FOR THOSE OTHER THAN ASSISTANT PROFESSORS**

The normal procedure for obtaining tenure within Ka Haka 'Ula O Ke'elikōlani is to be hired at the position of assistant professor and to seek reappointment and then tenure and promotion to associate professor using the above standard procedures for reappointment, tenure and promotion. Anyone hired at the associate professor or full professor rank without tenure will be required to apply for reappointment and tenure using the same criteria as required of assistant professors seeking reappointment and tenure. Such individuals, however, may seek permission to count accomplishments completed at institutions

other than Ka Haka ‘Ula O Ke‘elikōlani toward meeting those requirements. Permission to count such accomplishments rests with the Director of the College.

**PROMOTION OF TENURED FACULTY TO FULL PROFESSOR**

The policies of Ka Haka ‘Ula O Ke‘elikōlani relative to promotion to full professor for faculty tenured at Ka Haka ‘Ula O Ke‘elikōlani differ from its policies for tenure and/or promotion to associate professor. The tenure and/or promotion to associate professor requirements are designed to provide a faculty with the breadth of experiences and skills to maintain the distinctiveness of the College and carry out its P-20 education, research, and service functions. The standard requirements for promotion to professor are designed to allow for greater specialization among those who have already demonstrated the breadth required for tenure and the position of Ka Haka ‘Ula O Ke‘elikōlani tenured associate professor. Candidates for full professor shall build their dossier upon their approved tenure application.

Candidates for full professor at Ka Haka ‘Ula O Ke‘elikōlani who were initially tenured at a rank lower than full professor at Ka Haka ‘Ula O Ke‘elikōlani shall meet the requirements for full professor in one of three ways:

<b>Criteria</b>	<b>1</b>	<b>2</b>	<b>3</b>
Teaching	High quality teaching; and	High quality teaching; and	High quality teaching; and
Scholarly/ Creative Activities	High quality contributions in scholarly/creative activities; and	Demonstrated competence in scholarly/creative activities; and	A balance of contributions in scholarly/creative activities and service that substantially exceeds the minimum requirements of demonstrated competence.
Service	Demonstrated competence in Service.	High quality contributions in service.	

**QUANTIFICATION OF CONTRIBUTIONS FOR PROMOTION TO FULL PROFESSOR**

Faculty who have been tenured at Ka Haka ‘Ula O Ke‘elikōlani as associate professor meet the requirements for promotion to full professor when they fulfill the following quantification requirements to measure high quality and competence.

- a) To reach high quality in teaching, candidates must meet competence in teaching subcategory D as well as high quality in two of the other subcategories of teaching of their choice and demonstrated competence in a fourth subcategory of teaching of their choice.
- b) To reach high quality in scholarly/creative activities, candidates must meet high quality in two subcategories of scholarly/creative activities of their choice and demonstrated competence in a third subcategory of scholarly/creative activities of their choice.
- c) To reach competence in scholarly/creative activities, candidates must meet competence in two subcategories of scholarly/creative activities of their choice.

- d) To reach high quality in service, candidates must meet high quality in two subcategories of service of their choice and demonstrated competence in a third subcategory of service of their choice.
- e) To reach competence in service, candidates must meet competence in two subcategories of service of their choice.
- f) To reach a balance of contributions in scholarly/creative activities and service that substantially exceeds the minimum requirements of demonstrated competence, candidates must meet high quality in one subcategory of scholarly/creative activities of their choice, high quality in one subcategory of service of their choice, and competence in at least one additional subcategory of scholarly/creative activities of their choice, competence in at least one additional subcategory of service of their choice, and competence in an additional subcategory that the candidate must choose from scholarly/creative activities or service.

### **FIVE-YEAR REVIEW REQUIREMENTS**

The University of Hawai'i at Hilo requires all full-time faculty members to be evaluated every five years. The review covers the work performed by the faculty member five years since his or her most recent personnel review for reappointment, tenure, promotion or merit salary increase, but not to include work done more than five years before the five year-review. Special situations such as faculty who are on sabbatical leave when their review is scheduled may postpone their evaluation until the next year. Faculty who have provided notice of retirement or resignation within the following 18 months are exempt. An application for promotion or merit salary increase may substitute for the five-year review for those in a tenure track position.

The five-year review shall be conducted by the "reviewer," normally the Chair of the Academic Programs Division. If the Chair of the Academic Programs Division is a faculty member being reviewed, the review of the Chair of the Academic Programs Division shall be done by an individual of rank 5 jointly chosen by the Director of the College and UHPA.

Faculty who are required to undergo the five-year review shall provide the reviewer with an updated vita that reflects the past five years of teaching, scholarship/creative activities and service based on the categories and subcategories of this document including Category 1, Subcategory D. The due date for submission is December 10<sup>th</sup>.

It is understood that teaching expectations may vary between individual Faculty Member's workload depending on: the professional duties of the Faculty Member; the objectives of the unit, division, or department; and the mission of the school or college. As standard practice, the assignment of credit hours is identified for the academic year by the Chair of the Academic Programs Division in consultation with the Department Chair. The reviewer shall take into account other aspects of the Faculty Member's responsibilities, e.g., research and service. In some cases, Faculty Members may not be assigned any course credit hour teaching.

The reviewer determines whether the professional activities of the faculty member meet the expectations of Ka Haka 'Ula O Ke'elikōlani for the five-year review. If the reviewer concludes that the faculty member meets the expectations described above, the faculty member, the Director and the Vice

Chancellor of Academic Affairs will be notified and the review process will be completed. The deadline will follow the annual calendar.

If the reviewer concludes that the professional activities of the faculty member do not meet the expectations described above or that the faculty member admits to inadequacies in his or her performance relative to the required level of competence, the reviewer will proceed in accordance with the “Faculty Evaluation Procedures: Five Year Review Policy” dated December 17, 1993.

[http://hilo.hawaii.edu/uhh/vcaa/documents/UHH-Faculty-Eval\\_5-Year-Review-Policy\\_1993.pdf](http://hilo.hawaii.edu/uhh/vcaa/documents/UHH-Faculty-Eval_5-Year-Review-Policy_1993.pdf)

## **CLOSING**

Ka Haka ‘Ula O Ke‘elikōlani appreciates the service of evaluators of its faculty and the efforts made to provide such assistance. The College also realizes that for evaluators who speak no Hawaiian, some materials in dossiers that exist only in Hawaiian may be intimidating. Hawaiian, along with English, is an official language of the State of Hawai‘i. Parallel to University of Hawai‘i colleges utilizing the State's other official language, English, and not requiring materials to be presented in both of the State's official languages, Ka Haka ‘Ula O Ke‘elikōlani does not expect its faculty to translate their Hawaiian language products into English. Furthermore, candidates meeting the College's goals requiring the production of a large volume of materials in Hawaiian would face an excessive burden if required to translate their work into English.

Evaluators who lack appropriate experience in evaluating academics who publish or create in languages other than English, or who otherwise feel uncomfortable dealing with material in Hawaiian, should not be appointed to evaluate Ka Haka ‘Ula O Ke‘elikōlani faculty. For others, the Department Chair is available to assist in understanding certain Hawaiian content that an evaluator may feel needs his or her particular attention. Solicited evaluation documents in a dossier should provide some assistance in evaluating Hawaiian language content.

Given the difficulty in finding evaluators fluent in Hawaiian, Ka Haka ‘Ula O Ke‘elikōlani has also decided at this initial period to request that its faculty prepare their contract renewal forms and statements using English. It should be remembered in evaluating the College's faculty, however, that they are not hired based on their fluency and literacy in English, but for their fluency and literacy in Hawaiian, Hawai‘i's other official language. Provision of materials in English is meant as a service to evaluators external to the College, and not as the basis for evaluating fluency in a language that is not the operational language or teaching objective of the College.