


**Tenure and Promotion Guidelines
College of Arts and Sciences**

**This document was approved by vote of the Faculty of the
College of Arts and Sciences, March 21, 2014**

<http://hilo.hawaii.edu/uhh/congress/CollegeofArtsandSciencesFacultySenate.php>

<http://hilo.hawaii.edu/uhh/congress/documents/CAS-SEC-Minutes9-12-14edits.pdf>

These guidelines replace the last approved CAS T&P Guidelines, dated 2011; approved by Congress 5/11/12 and UHPA 7/2/12



Approved for the University of
Hawai'i Professional Assembly



Approved for the University of
Hawai'i at Hilo

Tenure and/or Promotion Guidelines
College of Arts and Sciences
University of Hawaii at Hilo
March 2014¹

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.

Minimum Qualifications

(The minimum qualifications listed in this proposal are taken directly from *GUIDELINES FOR APPLYING FOR CONTRACT RENEWAL, PROMOTION and TENURE FOR TENURE TRACK TEACHING FACULTY* Approved by Congress 5/11/12 and UHPA on 7/2/12)

The general University specifications for duties, responsibilities, and minimum requirements for the ranks of Assistant Professor, Associate Professor, and Professor are presented below.

ASSISTANT PROFESSOR (I-3)

Minimum Qualifications: A Ph. D., doctorate or terminal degree from a regionally accredited college or university of recognized standing in a field appropriate to the requirements of the position. In unusual circumstances the requirement of a doctorate may be waived by the University upon demonstration of appropriate professional training, competence or experience.

ASSOCIATE PROFESSOR (I-4)

Minimum Qualifications:

¹ Revisions to the March 2011 P&T Guidelines approved by the CAS faculty (I-3, I-4 and I-5) on March 21, 2014.

Humanities: Out of 24 votes, there were 8 YES, 7 NO, 6 Abstain and 7 To extend discussion.

Natural Sciences: Out of 21 votes, there were 13 YES, 7 NO, 1 Abstain and 2 to extend discussion.

Social Sciences: Out of 19 votes, there were 12 YES, 5 NO, 1 Abstain and no requests to extend discussion.

Total: 64 voted YES; the vote passes the 51% quorum

- 1) A Ph. D., doctorate or terminal degree from a regionally accredited college or university of recognized standing in a field appropriate to the requirements of the position. In unusual circumstances the requirement of the doctorate may be waived by the University upon demonstration of appropriate professional training, competence or experience.
- 2) Demonstrated high quality teaching performance.
- 3) At least five years of full-time college or university service in the rank of Assistant Professor or higher. Time spent on an approved sabbatical leave may be used in partial fulfillment of this requirement.
- 4) High quality contributions in at least one of the following areas and demonstrated competence in the other or some equivalent combination of contributions:
 - A) Scholarly contributions and/or creative contributions in the individual's field appropriate for the rank and the standards of the specific unit.
 - B) Service to the academic life of the college and/or university system. Where appropriate, contributions to the professional or lay community pertinent to the individual's professional training will be applicable in partial satisfaction of the service criterion.

PROFESSOR (I-5)

Minimum Qualifications:

- 1) A Ph. D., doctorate or terminal degree from a regionally accredited college or university of recognized standing in a field appropriate to the requirements of the position. In unusual circumstances the requirement of the doctorate may be waived by the University upon demonstration of appropriate professional training, competence or experience.
- 2) Demonstrated high quality teaching performance.
- 3) At least five years of full-time college or university service in the rank of Associate Professor or higher. Time spent on an approved sabbatical leave may be used in partial fulfillment of this requirement.
- 4) High quality contributions in at least one of the following areas and demonstrated competence in the other or some equivalent combination of contributions:
 - A) Scholarly contributions and/or creative contributions in the individual's field appropriate for the rank and the standards of the specific unit.
 - B) Service to the academic life of the college and/or university system. Where appropriate, contributions to the professional or lay community pertinent to the individual's professional training will be applicable in partial satisfaction of the service criterion.

The waiver of a requirement in a given case for one rank will not necessarily mean it is waived for the next higher rank.

Tenure

Tenure and promotion are two separate personnel processes. The tenure process is outlined in the Collective Bargaining Agreement and provides for continuing employment at UHH after a probationary period.

1. All new tenure-track faculty automatically enter a probationary period upon being hired. Probation is five years for I-3 rank faculty (Assistant Professors). The probationary period for I-4 rank (Associate Professors) is three years, and for I-V rank (Professors) is two years, unless specifically negotiated upon hire and approved by the Chancellor. (CBA Article XII C 2 a).
2. The administration can lengthen the probationary period upon request up to a total of seven years. Lengthening of the probationary period may be instigated by a faculty member by submitting a request through his or her dean which then must be approved by the administration. (CBA Article XII C 2 b) A faculty member, who applies for tenure after an extended probationary period, is held to the same standards, criteria, and expectations with regard to teaching, scholarship, and service as those who apply for tenure after the normal five-year probationary period.
3. The administration can reduce or eliminate the probationary period as it sees fit. If a probationary period is reduced, the employee must successfully receive tenure. If not, they are granted a terminal year. A document signed by the chancellor approving the reduction of the probationary period should be included in the candidate's application for tenure. (CBA Article XII C 2 b)
4. Up to three (3) years of prior service at the same (or higher) rank at another institution may be credited toward this probationary period. (*GUIDELINES FOR APPLYING FOR CONTRACT RENEWAL, PROMOTION and TENURE FOR TENURE TRACK TEACHING FACULTY* Approved by Congress 5/11/12 and UHPA on 7/2/12)
5. A faculty member who is awarded a reduction in probationary period is held to the same standards, criteria, and expectations with regard to teaching, scholarship, and service as those who apply for tenure after the full probationary period.
6. The administration has the right to grant or decline requests for reduction or elimination of the probationary period. The decision of the administration to grant or deny, is not grievable by the applicant. The administration is not required to provide written justification of its decision to the applicant or to other levels of review.
7. A probationary faculty member may request that the administration recognize service at other institutions, including other campuses of the University of Hawaii be credited to the probationary period. (CBA Article XII C 2 b) Faculty Members with service in a Rank which does not count as probationary service may, upon promotion to a Rank which is probationary, request a shortening of the normal probationary period by up to three (3) years, or the number of years of such non-probationary service, whichever is smaller. (CBA Article XII C 2 e) Reduction of probationary period may be instigated by a faculty member by submitting a request through his or her dean which then must be approved by the administration. The

Chancellor shall notify the Faculty Member, in writing, of the decision to lengthen, shorten, eliminate or in any way alter the normal probationary period. (CBA Article XII C 2 b).

8. Probationary Assistant Professors are required to apply for contract renewal during the second and fourth years. Unless they are granted an extension of their probationary period, they must apply for tenure in their fifth year. (*GUIDELINES FOR APPLYING FOR CONTRACT RENEWAL, PROMOTION and TENURE FOR TENURE TRACK TEACHING FACULTY* Approved by Congress 5/11/12 and UHPA on 7/2/12)

9. If an application for tenure is denied, the employee is to be provided with a contract for a terminal year of employment. (CBA Article XII C 2 b)

10. Recent professional achievements at other accredited institutions may be included in tenure applications and will be considered upon review, but should be accompanied by a record of sustained professional accomplishments at UH Hilo. (*GUIDELINES FOR APPLYING FOR CONTRACT RENEWAL, PROMOTION and TENURE FOR TENURE TRACK TEACHING FACULTY* Approved by Congress 5/11/12 and UHPA on 7/2/12)

11. The minimum rank for a tenured faculty member at UHH is I-4 (Associate Professor). Assistant Professors (I-3) are automatically promoted to Associate Professor (I-4) on the date their tenure begins. The decision to grant tenure shall include a determination that the Faculty Member qualifies for promotion to the Rank in which tenure is granted. (CBA Article XII C 2 f).

Promotion

The promotion process involves advancement in rank. The Collective Bargaining Agreement provides direction regarding the process of promotion review but does not provide specifics regarding requirements for promotion from one rank to another. UHH has established minimum requirements for each rank which are contained in the document titled, *Guidelines for Applying for Contract Renewal, Promotion and Tenure of Tenure Track Teaching Faculty*. The current minimum qualifications are outlined above.

1. A faculty member can apply for promotion at any time they believe they have met the minimum qualifications for a higher rank. It is their responsibility to provide evidence in their dossier that is sufficient for the personnel review process to determine whether or not they actually meet the minimum qualifications. (CBA Article XIV A)

2. Faculty members who have served in rank elsewhere or have service that they desire to be considered as the equivalent to service in rank can apply through their dean to the chancellor for recognition of the service. A document signed by the chancellor approving credit for time in rank should be included in the candidate's application for promotion. (*GUIDELINES FOR APPLYING FOR CONTRACT RENEWAL, PROMOTION and TENURE FOR TENURE TRACK TEACHING FACULTY* Approved by Congress 5/11/12 and UHPA on 7/2/12) A faculty member seeking promotion who is awarded credit for time in rank elsewhere is held to the same standards, criteria, and expectations

with regard to teaching, scholarship, and service as those who apply for promotion after the standard minimum five years in rank.

3. The administration has the right to grant or decline requests for reduction or elimination of the probationary period. The decision of the administration to grant or deny, is not grievable by the applicant. The administration is not required to provide written justification of its decision to the applicant or to other levels of review.

4. Tenured faculty members who seek a promotion from Associate Professor to Full Professor after an extended in-rank period (greater than five years), are held to the same standards, criteria, and expectations with regard to teaching, scholarship, and service as those who apply for promotion to Full Professor after the normal five-year in-rank period, but should provide evidence of consistent and regular productivity over the course of the five year period immediately prior to the application for promotion

5. A faculty member, who applies for early promotion is held to the same standards, criteria, and expectations as those who apply for promotion after the normal five-year minimum period in rank. That is, s/he is expected to meet, or exceed, the aforementioned teaching, scholarship, and service accomplishments of those who apply after the normal probationary period.

6. There is no penalty attached to the denial of an application for promotion.

7. Faculty may ask the administration to shorten the minimum years in rank required to be eligible for promotion specified in the guidelines. Such applications are considered early, and require the written consent of the Chancellor for submission. Documentation of this approval is required as part of the application for early promotion. The administration has the right to grant or decline these requests. (*GUIDELINES FOR APPLYING FOR CONTRACT RENEWAL, PROMOTION and TENURE FOR TENURE TRACK TEACHING FACULTY* Approved by Congress 5/11/12 and UHPA on 7/2/12)

8. Recent professional achievements at other accredited institutions may be included in promotion applications and will be considered upon review, but should be accompanied by a record of sustained professional accomplishments at UH Hilo. (*GUIDELINES FOR APPLYING FOR CONTRACT RENEWAL, PROMOTION and TENURE FOR TENURE TRACK TEACHING FACULTY* Approved by Congress 5/11/12 and UHPA on 7/2/12)

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 three ways teaching, scholarship and creativity, and service expectations may be met:

Path 1	Path 2	Path 3
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 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

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.

- 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
- 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

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)

- 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
- 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 is 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
- 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

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.

reviewers for granting agencies would also be appropriate evidence of the level of service expected of those seeking promotion to the rank of Professor.

Approved by the CAS faculty (I-3, I-4 and I-5) on March 21, 2014.
