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Tenured Faculty Performance Expectations for Five-Year Reviews

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We in the Department of Communication at the University of Hawai'i at Hilo (UH-Hilo) believe that the entire five-year review process for our department's tenured faculty should be handled by the Department. Only when there is a perceived conflict of interest, or a disagreement over the performance assessment, between the Department Chair and a tenured faculty member under review, we consult with the Division Personnel Committee (DPC) for reevaluation and recommendation.

This five-year review process in the UH-Hilo Department of Communication takes three steps: (1) The Department Chair reviews the CV, the statement of past endeavors, and supportive materials of a tenured faculty member under review; (2) The Department Chair meets the faculty member to discuss her or his assessment; and (3) The Department Chair sends her or his recommendations to the Dean of the UH-Hilo College of Arts and Sciences (CAS).

The following set of expectations is relevant to evaluating our department's tenured faculty for five-year reviews. We briefly discuss below the expectations under the categories of "Teaching," "Scholarship," and "Service."

Teaching

We see UH-Hilo primarily, though not exclusively, as a teaching-learning institution. UH-Hilo is not a so-called “research university” (i.e., RU/VH, RU/H, or DRU) according to the 2010 Carnegie Classification of Institutions of Higher Education. Therefore, the evaluation of one’s teaching behavior in the classroom and the overall impact that one has as a facilitator of students’ learning becomes important to any assessment of faculty performance.

There are several sources of information as to a faculty member’s performance in the area of teaching: students evaluations, peer evaluations, involvement in curricular development, the development and teaching of new courses, the development of instructional materials, the development of innovative teaching methods, teaching awards, publications or presentations at professional conferences on the topic of pedagogy, involvement in teaching-related campus activities and/or committees, evidence of training/upgrading to maintain currency in pedagogy and in the discipline, teaching-related proposals submitted, teaching-related grants received, leadership roles in professional organizations related to education and teaching, invited presentations on teaching and learning, evidence of impact on students through advising or mentoring, directed studies supervised, the mentoring of internships or other student learning activities outside the classroom, and evidence of post-graduation success of students.

Scholarship

Expectations are that tenured faculty members of the UH-Hilo Department of Communication maintain an active program of scholarly activity. Such active engagement in scholarship can be demonstrated by any number of ways, including the following: presentations at scholarly conferences and conventions, articles published in academic journals, books or book chapters published, published book reviews, demonstrated leadership in scholarly organizations,

editorship for scholarly publications, research awards, research-related grants received, invited research presentations, reviewer of scholarly work for academic journals or scholarly organizations, research-related proposals submitted, the development of research-related materials, consultation reports in the area of expertise, mentoring of student research, attendance at symposia/workshops on research issues and methods, citations of one's previous work, and membership in communication associations.

Our expectation is that our department's tenured faculty members develop and maintain significant involvement with the field of communication studies, and that they be able to demonstrate ongoing dedication to staying current and active in their work and discipline.

Service

The expectation is that our department's tenured faculty members "serve." This service might be to their department, their division, their college, the university, the community, the state, the nation, higher education, or the communication discipline. It is difficult to serve on all fronts especially simultaneously, but "service" in various forms over time should be demonstrated.

Such service can be demonstrated in the following broad categories of activities among others: participation in departmental, divisional, or campus-wide activities and committees, leadership at any of these levels, leadership or service in professional or academic organizations in the communication discipline, service or leadership in community, state, regional, national, or international organizations that reflects and draws upon one's area of academic expertise, representing the university (or division or department) at meetings of other institutions and organizations, outreach educational activities, service on editorial boards, serving as advisor to student organizations, etc. The specific forms of university service (the broad term for faculty members' service to their department, their division, their college, or to the university as a

whole), community service, or service to the communication discipline are so numerous as to defy listing.

Conclusion

We in the UH-Hilo Department of Communication supports the standards of the 2011 UH-Hilo CAS Tenure/Promotion Guidelines in the areas of teaching, scholarship, and service. For five-year reviews, our department's tenured faculty members should demonstrate ongoing effects in these areas of endeavor.