

Approved:

James D. Kunderh 10/3/20  
UHPA Date

Approved:

Michael Bruno February 11, 2021  
Manoa Provost's Office Date

UNIVERSITY OF HAWAII AT MĀNOA (UHM)  
College of Education (COE)

CENTER ON DISABILITY STUDIES (CDS)  
PERSONNEL POLICIES AND PROCEDURES FOR  
TENURE, PROMOTION AND CONTRACT RENEWAL

SECTION I: PERSONNEL PROCEDURES

The procedures and policies set forth in this document are designed to ensure that all Center on Disability Studies (CDS) faculty members are treated fairly and consistently including, but not limited to, tenure, promotion, and contract renewal evaluations and recommendations of the CDS Department Personnel Committee, herein referred to as CDS-DPC, and the CDS Director.

It is understood that all policies and procedures must be in compliance with the University of Hawai'i Mānoa Tenure and Promotion policies and consistent with policies and revisions adopted by University of Hawai'i Professional Assembly (UHPA) and the Board of Regents of the University of Hawai'i by approval through a majority vote of the bargaining unit faculty members. CDS tenure and non-tenure track Bargaining Unit 07 members may participate in the revision of these policies and procedures, as voted upon, approved and established by the CDS faculty on May 27, 2020.

The personnel procedures and policies of the CDS Personnel Committee (CDS-DPC) will **at a minimum**:

1. provide for secret ballot voting at all final votes;
2. provide for strict exclusion from voting of any individual who is not a tenured Bargaining Unit 07 member over tenure or contract renewal of another faculty member;
3. allow only faculty who are of equal or higher rank than that sought by the applicant to vote on applications for promotion;
4. identify procedures for orderly review of applications at the department level; and
5. assure confidentiality in all CDS-DPC proceedings.

## **A. Guidelines for the Operations of the CDS-DPC**

### **1. Eligibility:**

- a. All tenured faculty having at least 50% appointment will be eligible members of the CDS-DPC to vote on personnel matters, namely: contract renewal, tenure, and promotion. All non-tenured faculty who have worked at the CDS for more than 8 years and have at least 50% appointment will be eligible members of the CDS-DPC to vote on promotion.
- b. Tenured or non-tenured CDS faculty members under consideration for contract renewal, tenure, or promotion may not serve on the CDS-DPC.
- c. All CDS-DPC members who vote on the contract renewal or tenure of an applicant must be tenured members of Bargaining Unit 07.
- d. Only faculty who are of equal or higher rank than that sought by the applicant may vote on the applicant's contract renewal, tenure, or promotion.
- e. The CDS Director is not eligible to serve as a member of the CDS-DPC.

### **2. Composition of the CDS-DPC:**

- a. The CDS-DPC, when evaluating an applicant for contract renewal, will be composed of at least five tenured faculty members, including up to four members from CDS. The CDS-DPC, when evaluating an applicant for promotion, will be composed of at least five tenured or non-tenured faculty members, including up to four members from the CDS. The fifth CDS-DPC member will be from another department or unit, other than the CDS, from the COE or from another college in a related field.
- b. In the spring preceding the next academic year, the Director will compile a list of all eligible CDS faculty to serve on the DPC. The Director will contact the persons named on the list to determine their willingness to serve. CDS faculty will generate a list of names from outside CDS; the Director will contact those on the list to confirm their willingness to serve. The CDS faculty will elect five members (four CDS and one outside member) from the list to serve.
- c. The candidate has the option to review the list of names and can request removal of no more than one person from the list.
- d. The Director will send the list of CDS-DPC members to the Dean.
- e. If fewer than four tenured or non-tenured CDS faculty members are available to serve on the CDS-DPC, then additional tenured faculty members will be recruited as needed from the COE, and other UHM colleges, department, units. These members will be appointed by the College of Education (COE) Dean in consultation with the Director.

- f. The Dean will review and notify faculty of their final appointment to serve on the CDS-DPC.
- g. If the CDS-DPC is to process a tenure decision for an applicant, then tenured faculty members from related disciplines could be selected as outside CDS-DPC members.
- h. The CDS-DPC members will be recommended and approved each Spring for service the following academic year.
- i. The Director will assist the CDS-DPC to schedule the first meeting by the beginning of Fall semester for the purpose of conducting an election of the CDS-DPC Chair; the Director will not attend the meeting.
- j. The CDS-DPC Chair will convene the CDS-DPC for the first meeting between September 15 and October 15.

**3. Term of Office**

- a. Four (or fewer if applicable) tenured or non-tenured faculty members of the CDS will be appointed or re-appointed to the CDS-DPC in the spring of each year for a term of one year.
- b. Service on the CDS-DPC is a faculty obligation. Faculty members may, under some circumstances (time constraints, conflict of interest), seek permission from the Director to have their names removed from the list of those eligible for appointment. Such permission will be sought in writing and approval is at the discretion of the Director.

**4. Replacement of CDS-DPC Members**

- a. When a member of the CDS-DPC must be replaced before the end of that member's term, replacement will be accomplished by special election conducted by the CDS-DPC Chair.
- b. The replacement will complete the outgoing member's remaining term of office.

**5. General Obligations of the Departmental Personnel Committee**

- a. The CDS-DPC will provide a written evaluation of each applicant. Recommendations for the personnel action will be based upon the Criteria outlined in Section 2 of this document.

**6. Responsibilities of CDS Director and CDS-DPC Members Regarding Personnel Actions**

- a. The Director is responsible for meeting with new faculty members concerning the CDS-DPC Personnel Policies and Procedures for Tenure, Promotion, and Contract Renewal document and CDS expectations for promotion and tenure. The Director will provide all relevant documents as listed in 6c. below. The Director is also responsible for informing new faculty of mentoring resources such as the COE and UH Mānoa New Faculty Orientations, the Office of the Vice Chancellor for Academic Affairs informational workshops, and initiatives at the Center for Teaching Excellence.
- b. At the start of the academic year, the Dean will provide the following timetable and deadline documents to the Director: "Tenure and Promotion Procedures and Timetable" and "Deadlines for Personnel Actions and Contract Renewal." Within the timelines set by these documents from the Dean, the Director and CDS-DPC Chair will develop an "Intra-departmental Timetable." A copy of the intra-departmental timetable shall be given to each applicant and CDS-DPC member within one week from the time the documents are received from the Dean.
- c. The Director will provide these documents to applicants for contract renewal, tenure and promotion:
  - UH Mānoa Criteria and Guidelines for Faculty Tenure and Promotion Application.
  - CDS Personnel Policies and Procedures for Contract Renewal, Tenure, and Promotion.
  - UHPA/UHM Agreement (Article XII Section B "Tenure and Service" and Article XIV "Promotion").
  - Suggested Application Outline for Tenure and Promotion ("I" Faculty and "S" Faculty).
- d. Deliberations and actions of the CDS-DPC relating to specific faculty personnel actions will be confidential. The Director and CDS-DPC members are under an obligation to preserve this confidentiality.
- e. CDS-DPC members are expected to be thoroughly familiar with CDS and UH Mānoa policies and procedures relating to contract renewal, tenure, and promotion.
- f. The CDS-DPC Chair or designee will act as the principal source of communication between the applicant and CDS-DPC until the CDS-DPC completes its written recommendation.

- g. The role of the CDS-DPC is to evaluate an applicant and not to mentor the applicant through the process.
- h. At the conclusion of the CDS-DPC deliberations, the CDS-DPC Chair will provide each applicant with a copy of the written evaluation and recommendation of the CDS-DPC, including the outcome of the CDS-DPC vote. The applicant will be given an acknowledgement to sign stating that they have reviewed the evaluation and recommendation.
- i. Each applicant will meet with the Director to discuss the CDS-DPC's and the Director's independent assessment and recommendation and will sign an acknowledgment that this meeting has occurred. The acknowledgment does not indicate agreement with the decision; it indicates that the right to notice has been fulfilled.

## **B. Guidelines for Dealing with Tenure and/or Promotions Applications**

The purpose of the CDS-DPC review of tenure and promotion applications is to evaluate each applicant's performance in the areas of teaching, scholarship and service for instructional (I), specialist (S) or research (R) faculty areas specific to their job description and letter of hire. The CDS-DPC then provides a written assessment of the applicant providing details of strengths and weaknesses in each of the areas based on criteria outlined in Section II and/or criteria specified in the applicant's job description.

### **1. External Reviews**

- a. The applicant, in consultation with the Director, will generate a list of three- to-five names of respected scholars in the discipline who are not employed by the University of Hawai'i System. When possible, the applicant will also provide contact information for the chosen scholars.
- b. The Director in consultation with the CDS-DPC Chair should generate a list of three to five other known scholars who can evaluate the applicant's work.
- c. In selecting external reviewers, the following criteria will apply:

- External reviewers must be at or of higher rank than that for which the candidate is applying and preferably from Research 1, peer, or benchmark institutions.
  - External reviewers should be professionally capable of assessing the applicant's work objectively and comment on its significance in the discipline.
  - External reviewers must not be a professional with whom the candidate has a close (continuous) working or personal relationship.
  - The use of thesis/dissertation advisors as external reviewers is strongly discouraged. (See Criteria and Guidelines for Faculty Tenure/Promotion Application, UH Mānoa.)
  - Applicants should not contact possible external reviewers concerning their willingness to participate. It is the obligation of the Director to secure external evaluations.
  - There must be an equal number of external evaluations from the applicant's list and department's list selected.
- d. The Director will contact the prospective reviewers to determine their willingness to serve. The Director should attempt to secure a nearly equal number of evaluations from the respective applicant and CDS-DPC/Director lists.
  - e. A minimum of four external reviewers (2 from the candidate's list and 2 from the department's list) will be required; five to six reviews are preferred.
  - f. After receiving an indication of a willingness to serve, the Director will send to the external reviewers the candidate's curriculum vita, reprints of the candidate's major publications, a copy of the CDS Criteria for Promotion and Tenure, and a copy of the UH Manoa Criteria for Promotion and Tenure.
  - g. The purpose of the request is to obtain an opinion about the scholarly contributions that the applicant has made and not to determine whether the applicant would receive tenure/promotion at another institution.
  - h. External reviewers will send their confidential evaluations to the Director.
  - i. When final decisions are announced, a brief letter should be sent to each of the external reviewers informing them of the disposition of the case and thanking them for their efforts.
2. Evaluation of Applicant by the CDS-DPC
- a. The Director will provide to each member of the CDS-DPC the candidate's application and a copy of the UHM and the CDS Criteria for Promotion and Tenure.

- b. Prior to the CDS-DPC review, the Director and the CDS-DPC will not accept unsolicited information for inclusion in a tenure dossier without providing the information to the candidate and giving the candidate the opportunity to provide a written response.
- c. The Director will also provide to each member of the CDS-DPC the confidential evaluations from the external reviewers.
- d. Before the first meeting of the CDS-DPC to evaluate a candidate, members will read the applicant's submitted documents and the letters from external reviewers.
- e. The members will orally present their assessments of the candidate's dossier and the candidate's strengths and weaknesses.

3. Voting

- a. After the review of documents and an open discussion of the applicant's strengths and areas for improvement, each CDS-DPC member will vote by secret ballot to approve or deny the application. CDS-DPC members may abstain and abstentions will be counted and reported as a separate category in Section 5 of the dossier.
- b. All CDS-DPC proceedings must be kept confidential.

4. Communicating the Results of the Vote

- a. In a report to the Director, the CDS-DPC Chair will detail the CDS-DPC's evaluation of the strengths and areas for improvement of the candidate and state the CDS-DPC's recommendation for approval or disapproval of the candidate's application. The CDS-DPC Chair will circulate the final letter to the CDS-DPC members. The CDS-DPC shall issue one written report, which may include the minority view(s), if any. The letters will not identify views of individual members of the CDS-DPC.

In the case of the CDS Director applying for tenure and/or promotion: In a letter to the Dean, the CDS-DPC Chair will detail the CDS-DPC's evaluation of the strengths and areas for improvement of the candidate and state the CDS-DPC's recommendation for approval or disapproval of the candidate's application. The CDS-DPC Chair will circulate the final letter to the CDS-DPC members. The CDS-DPC shall issue one written report, which may include the minority view(s), if any. The letters will not identify views of individual members of the CDS-DPC.

- b. The CDS-DPC assessment will be attached to the dossier and the dossier forwarded to the Director or Dean for an independent assessment and recommendation.
- c. If the CDS-DPC's recommendation is negative, the CDS-DPC will, in its letter

to the Director or Dean, provide suggestions for the applicant on how to improve the dossier.

- d. If the CDS-DPC's recommendation is negative, the CDS-DPC Chair will notify the candidate of the recommendation and the CDS-DPC suggestions for improving the dossier.
- e. The candidate can choose to respond to these suggestions within five (5) business days by providing the CDS-DPC Chair with additional information or materials to strengthen parts of the dossier that the CDS-DPC found deficient.
- f. If the candidate submits additional information or materials to be included in the dossier within the five business days, the CDS-DPC will repeat stems 3a, 4a, and 4b.
- g. The Director or Dean will meet with the candidate to discuss the final assessment and recommendations. Each applicant will sign an acknowledgment that this meeting has occurred. The acknowledgement does not indicate agreement with the decision; it indicates that the right to notice has been fulfilled.

### C. Guidelines for Dealing with Contract Renewal Applications

1. The Director and CDS-DPC responsibilities with regard to contract renewal applications
  - a. The reappointment recommendation form for each contract renewal applicant is initiated by the Director, who then passes it to the CDS-DPC Chair.
  - b. The CDS-DPC Committee assesses each applicant's contributions as **appropriate to the rank for which the individual is applying**: in the areas of teaching, research and service for Instructional (I) faculty; the specifics of the job description and letter of hire for Specialist (S); or the specifics of the job description for Research (R) faculty; and by majority vote recommends renewal or non-renewal of contract to the Dean.
  - c. The CDS-DPC Chair then meets with the applicant to communicate the evaluation and recommendation of the CDS-DPC, obtains the applicant's signed acknowledgment, and returns the reappointment recommendation form to the Director. In the case of the Director applying for contract renewal, if the Director wishes to revise the application based on the letter from the CDS-DPC, all subsequent communication regarding the resubmission and revisions remains with the Dean.
  - d. The Director or Dean makes a written assessment of the applicant and includes a written recommendation for either renewal or non-renewal of contract. The Director meets with the applicant, communicates the Director's assessment and recommendation and obtains the applicant's signature. The reappointment recommendation form is then forwarded to the Dean.



2. Relevant Procedures

- a. Tenure-track faculty in the second, fourth, and each subsequent year of their probationary service are required to submit an application for contract renewal. The CDS-DPC and Director are required to forward an evaluation and a recommendation for renewal or non-renewal to the Dean.
- b. No recommendation for renewal or non-renewal is made in the case of tenure-track faculty members in the first and third years of their probationary service.
- c. The CDS-DPC will meet to discuss each dossier and to compose a written evaluation of the applicant's teaching, scholarship, service, and/or performance in relationship to his or her job description and letter of hire. The evaluation will provide details of the faculty member's performance in each of these areas.
- d. Each of the five members of the CDS-DPC, after an open discussion of the applicant's strengths and weaknesses, will vote, by secret ballot, to approve or deny the application.
- e. The CDS-DPC letter will include a recommendation for renewal or non-renewal of the applicant's contract.
- f. The CDS will conduct regular reviews for all non-tenure track faculty based on current job description/letter of hire/responsibilities and rank. Forms for the CDS annual reviews are available from the CDS Human Resources officer. If a CDS faculty member is applying for tenure and/or promotion, the annual review will not be required for that year. The tenure and/or promotion application will be considered the annual review.

**D. Process for Revising CDS Personnel Procedures**

- a. CDS personnel procedures will be revised as necessary by the CDS faculty and CDS Council. The CDS Council will be responsible for obtaining faculty input and developing revised procedures.
- b. Any changes in CDS personnel procedures must be approved by the CDS faculty, either at a regularly scheduled meeting or via e-meeting/polling.
- c. The Director will forward the revised procedures to the Dean for review and transmittal to the Chancellor's Office and the University of Hawai'i Professional Assembly for their review and approval.

**E. Guidelines to Applicants for the Preparation of Personnel Documents**

1. General

- a. A memo will be sent to faculty from the COE Dean via the Director identifying candidates for personnel action.
- b. It is the responsibility of applicants to be familiar with CDS and University criteria, guidelines and deadlines. Applicants must submit their application by the announced deadlines.

- c. Applicants are strongly advised to attend the University Informational Meetings on personnel action and to adhere to all University guidelines for preparing their dossiers.
  - d. Applicants are encouraged to prepare and submit their documents well in advance of University deadlines and in accordance with the structure recommended by the University. The CDS-DPC will only consider timely, completed applications.
2. Contract Renewal and Tenure and Promotion for Instructional Faculty
- a. In the second, fourth and subsequent years of service, required applications for personnel action will represent a cumulative record of the applicant's teaching, scholarship and service activities. Faculty members should develop and submit a dossier that follows the outline provided by the University and that will be used as the basis for all further tenure and promotion applications. Faculty members are encouraged to add to and refine (based on comments from the CDS-DPC) their original dossier at each decision point rather than constructing a new document for each review.
3. Contract Renewal and Tenure and Promotion for Tenure-Track Specialists and Researchers
- a. In the second, fourth, and subsequent years of service, applicants for personnel action should present a cumulative record of their activities that meet the terms of employment. Specialists and researchers should develop and submit a dossier that follows the specialist and researcher requirements as indicated in their letter of hire and the rank they are being reviewed. That same format will be used as the basis for all further tenure and promotion applications. Specialists and researchers are encouraged to add to their original dossier at each decision point rather than constructing a new document for each review.
4. CDS Internal Periodic Review of Applicants
- a. Applicants will be evaluated according to the approved procedures and revisions for the CDS periodic reviews, aligned with Procedures for Evaluation of Faculty at UH Mānoa.
  - b. The faculty member will provide evidence of continued productivity at the achieved academic rank, while addressing promotion criteria. Faculty members will submit an updated CV, a one-to-two-page statement describing the work done since the last period of review, with specific references to sections of the CV documenting this work and additional documentation to augment the review. The Director will review the submitted documents and prepare a written evaluation that addresses the CDS promotion criteria regarding three primary questions for (I), (S) & (R) faculty based on areas specific to their job description and rank [see sections C, D and E of this document for specific promotion criteria for each position type] e.g.,
    - What new or continuing research, development, or evaluation work was

accomplished, and what publications were produced, grants written and approved?

- What courses were taught and what evidence is provided of high-quality instruction?
- What service activities were conducted and of what value was the service to the CDS, COE, University, and/or broader community.

## **Section II: CRITERIA FOR PERSONNEL ACTION**

The CDS Tenure and Promotion Criteria described below are bound by the parameters specified in the **Criteria and Guidelines for Tenure/Promotion Application, University of Hawai'i at Mānoa**. Instructional faculty will be evaluated in each of the following areas: Teaching, Research, and Service. Specialist and Research faculty will be evaluated based on their job description, letter of hire, and rank, using the University of Hawai'i at Mānoa and CDS criteria for tenure and/or promotion for Specialists and Researchers. These criteria are detailed in section (B) of this document for Instructional Faculty, section (C) for Specialist Faculty and section (D) Research Faculty.

### **A. Policy on Authorship**

The CDS recognizes and values collaborative research and joint and shared grants, publications and presentations. CDS, as primarily a grant-funded center, places high priority on collaborative efforts to secure external funding. CDS does not ascribe greater weight to single authorship/presentation or authorship order of scholarly activities compared to multiple authorship/presentation.

In order to be credited as an author, the author must have contributed substantially to the work through:

- 1) Conception and design of the project, or analysis and interpretation of data;
- 2) Drafting or revising the article, document, etc. for critically for important intellectual content;
- 3) Final approval of the version to be published.

Candidates for promotion and tenure are expected to provide an honest assessment of the proportion of their contribution for conceptualization and writing of the document (expressed as a percentage, e.g., 10%, 80%) when they are part of a group conducting research, writing articles, developing grant applications, making presentations, or engaged in other collaborative activities. Author order will be determined based on overall percentage of contribution within the team of writers/presenters. Moreover, the concurrence of collaborating colleagues, or an independent report on such contributions should be documented to aid in the review.

## **B. Tenure/Promotion of Instructional Faculty**

Instructional faculty (I line) in the CDS participate in a balance of scholarly activities, in the areas of teaching, research, and service (35% instruction, 35% research, 30% service activities). Those faculty seeking promotion or tenure in I lines will maintain instructional activities as a primary focus of their scholarly activity, specifically their research endeavors. **CDS Instructional faculty will teach a minimum of one course per semester or demonstrate an equivalent of instructional activities as defined below** (Article IV of the 2017-2021 UHPA Agreement). CDS Instructional faculty may teach Disability Studies courses as part of the Interdisciplinary Disability and Diversity Certificate Program, as well as courses in various academic departments.

Other kinds of instructional activities are central to the disability-related projects undertaken by the CDS and require competence in teaching professionals, paraprofessionals, and members of the community in understanding, using and adapting disability-related curricula. Instructional activities that can be submitted to support a tenure and/or promotion application will be those listed in Article IV of the 2017- 2021 UHPA Agreement, which defines instructional activities as *encompass[ing] more than just classroom teaching. Other aspects of instruction include, but are not limited to: academic and thesis advising, supervision of instructional activities such as cooperative work experiences, practica, internships, and practice; instructional management, tutoring; curriculum and course development; and creation of teaching and instructional materials, and supervision of laboratory activities. Also, included in the work associated with instruction are the implementation of instructional systems and strategies, distance learning technologies, and student evaluation and assessment.*" (p. 5).

### **UH Tenure Criteria for Instructional Faculty:**

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.
2. The faculty member must have demonstrated a high level of competence as a teacher during the probationary period. In the rank of Assistant Professor, there should be evidence of increasing professional accomplishment as a teacher. For the Associate and full Professor ranks there should be evidence of a mature level of performance and the versatility to contribute to all levels of the department's instructional program. In all cases, the evidence should include summaries of student evaluations, how classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample of the courses taught during the probationary period.
3. The faculty member must have demonstrated a level of scholarly achievement appropriate to the rank at which tenure is sought in comparison with peers active in the same discipline. The comparison peer group consists not only of departmental colleagues but also of the whole of the appropriate community of scholars active at major research universities.

**The Assistant Professor seeking tenure as an Associate Professor**, should be well on the way to becoming an established scholar in his or her discipline. The Associate Professor seeking tenure should be well on the way to becoming an established scholar in his or her field whose scholarly contributions and recognition during the probationary period reflect this stature.

The Full Professor must be among the leaders in the scholarly discipline. In general, publication in a form that involves review by independent referees is of first importance in establishing scholarly achievement. Other means by which scholarly and creative contributions to the discipline are reviewed, utilized and evaluated by peers outside the University are also important.

Collaborative research and joint and shared publications may be the norm in some fields or disciplines. Applicants in such fields or disciplines should provide Department Personnel Committees and Department Chairs with documentation that such is the norm to aid the review process. The significance of such work within the discipline or field should be described to assist the review.

Describe both 1) the proportion of time among given tasks and functions in research and/or writing, and 2) the total proportion of time and effort in the research or publication to aid in the and review process. Coauthor or researcher concurrence or an independent report on such contributions is needed to aid in review.

4. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community.

#### **UH Promotion Criteria for Instructional Faculty:**

1. **Promotion to Assistant Professor.** An earned doctorate in the relevant field or other appropriate terminal degree is required. The faculty member must provide evidence of competence and increasing professional maturity as a teacher. This evidence should include summaries of student evaluations and assessments from all courses, how classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample (i.e., instructional technologies, distant learning technologies, curriculum development) of the courses taught while in the rank of Instructor. There must be evidence of scholarly research and contribution to scholarship or other related creative activity, which shows scholarly ability, accomplishment and promise.
2. **Promotion to Associate Professor.** The faculty member must provide evidence of a mature level of performance as a teacher and the versatility to contribute to all levels of the department's instructional program. This evidence should include summaries of student evaluations and assessment from all courses, how classes contribute to programmatic and institutional learning outcomes, or other objective assessments of a significant sample of the courses taught while in the rank of Assistant Professor. The faculty member must demonstrate a level of scholarly achievement and output which reflects stature as an established scholar in comparison with peers active in the same discipline. The comparison peer group consists not only of departmental colleagues, but

the whole of the community of scholars active at major research universities. In general, publications and other creative activities of a type that permit review by independent referees are of first importance in establishing scholarly achievement. Other means by which scholarly and creative contribution to the discipline are reviewed, utilized and evaluated by peers outside the University are also important. The faculty member should have participated in the academic affairs of the University such as through service on appropriate faculty committees and should have shown a willingness to use professional competence in the service of the profession and the general community.

3. Promotion to Professor. The faculty member must provide evidence of a mature level of performance and achievement as a teacher and the versatility to contribute to all levels of the department's instructional program. This evidence should include summaries of student evaluations, how your classes contribute to programmatic and institutional learning outcomes, or other objective assessments or a significant sample of the courses taught while in the rank of Associate Professor. The significance and distinction of the scholarly achievement should clearly place the faculty member at the forefront of the discipline or field. In general, publication in the major journals and presses in the field is of first importance in establishing this level of scholarly achievement. Funded research grants and other means by which scholarly and creative contribution to the discipline are reviewed, utilized and evaluated by peers outside the University are also important. The faculty member should be a leader in the academic affairs of the University, should have shown a willingness to use professional competence in the service of the profession and the general community, and should have shown significant accomplishment in the profession and the appropriate discipline.

*Examples for Actions that Can Be Used to Support Promotion, Tenure, or Contract Renewal*

<b>Promotion to Assistant Professor</b>	<b>Promotion to Associate Professor</b>	<b>Promotion to Professor</b>	<b>Sources of Evidence for Meeting Criteria May Include:</b>
<ul style="list-style-type: none"> <li>• Doctorate in the relevant field (Required)</li> <li>• Evidence of competence and increasing professional maturity as an instructor</li> <li>• Evidence of scholarly research and contribution to scholarship</li> <li>• Professional presentations at state or national meeting</li> <li>• Participates on grant writing teams</li> <li>• Participates in grant activities</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of a mature level of performance as an instructor</li> <li>• Participate in all levels of the Center's instructional program</li> <li>• Scholarly achievement and output reflect stature as an established scholar in comparison with peers in the same discipline</li> <li>• Publications and other creative activities reviewed by independent referees establishing scholarly achievement</li> <li>• Creative contribution to the discipline reviewed, utilized and evaluated by peers outside the University</li> <li>• Experience on a grant writing team</li> <li>• Experience directing grant activities</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of a mature level of performance and achievement as a teacher</li> <li>• Leadership in all levels of the Center's instructional program</li> <li>• At least one published refereed article or submitted grant proposal per year prior to application for tenure or promotion in the major journals and presses in the field</li> <li>• Significance and distinction of scholarly achievement—faculty member at the forefront of the discipline or field.</li> <li>• Significant accomplishment in the profession and the appropriate discipline.</li> <li>• Invited contributor, reviewer, and/or. Editor for publications and presses in the field.</li> <li>• Principal investigator for grant of significant size, scope, or merit</li> </ul>	<ul style="list-style-type: none"> <li>• Minimum of one course per semester</li> <li>• Demonstrate an equivalent of instructional activities as defined below (Article IV of the 2009-2015 UHPA Agreement)</li> <li>• All courses assigned by Department chair must be taught and evaluated.</li> <li>• All courses will be evaluated using the COE/UH approved course evaluation forms</li> <li>• Average teaching or workshop evaluations should be above average.</li> <li>• Student course/instructional activity evaluations</li> <li>• Peer teaching evaluations</li> <li>• Unsolicited comments</li> <li>• Number/range of courses/instructional activities</li> <li>• Number/level of students taught</li> <li>• Number of students advised</li> <li>• Number/content of thesis/paper advisement</li> <li>• Number /content of other student activities/support</li> <li>• Innovative course or instructional activity syllabi</li> </ul>

	<ul style="list-style-type: none"> <li>• Experience directing grant activities</li> <li>• Participation in the academic affairs of the University, such as through services on appropriate faculty committees</li> <li>• Services to the professional and the general community</li> <li>• Participation in advisement activities</li> <li>• Participation in state or national professional, discipline, or disability-related organizations</li> <li>• Demonstrate capacity to develop and instruct online courses.</li> </ul>	<ul style="list-style-type: none"> <li>• Funded research grants and creative contribution to the discipline as reviewed, utilized and evaluated by peers outside the University</li> <li>• A leader in the academic affairs of the University</li> <li>• Leadership in the service of professional and the general community</li> <li>• Significant leadership in student advisement activities</li> <li>• Leadership in state, national or international professional, discipline, or disability-related organization</li> <li>• Demonstrate capacity to develop and instruct online courses</li> </ul>	<ul style="list-style-type: none"> <li>• Written teaching philosophy</li> <li>• Evaluation/feedback on guest lectureships</li> <li>• Peer/student evaluations feedback on interdepartmental teaching</li> <li>• In-service workshop evaluations</li> <li>• Alternative course delivery (e.g., modes/use of technology)</li> <li>• Number of grants funded</li> <li>• Significant of grants funded</li> <li>• Participates in CDS, COE, campus, and/or system governance</li> <li>• Number of state, national, international presentations</li> <li>• Member of invited presentations</li> <li>• Member of an editorial review board</li> </ul>
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### **C. Tenure/Promotion of Specialist Faculty**

Specialist faculty in the CDS participate in a variety of research, teaching, and administrative support activities. These may include in- service training, instructional activities, team publishing, and grant writing, as well as service to the University and community. All of these specialist activities are central to the disability-related projects undertaken by the CDS and require competence in assisting professionals, paraprofessionals, and members of the community in understanding, using, and adapting disability-related curricula and research.

*Note: The CDS promotion and tenure criteria is aligned with the UH Mānoa criteria. CDS Specialist faculty have concurrent involvement in research and service activities and periodic teaching/mentoring responsibilities as appropriate.*

#### **UH Tenure Criteria for Specialist Faculty:**

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.
2. The faculty member must have demonstrated a level of professional achievement and productivity in the field of specialization appropriate to the rank at which tenure is sought in comparison with peers active in the same field. The comparison peer group consists not only of local colleagues but also of the whole of the appropriate professional community active at major institutions of higher education. At the ranks of Junior and Assistant Specialist, the applicant should demonstrate clear evidence of professional growth in the specialty. The Associate Specialist seeking tenure should be an established contributor to the standards, techniques, and methodology of the profession. The full Specialist must show evidence of interaction with the broader professional community beyond the University of Hawai'i and have made significant contributions to the standards, techniques, and methodology of the profession. For the senior ranks, there should be evidence of a high level of professional maturity and the capacity to assume responsibilities calling for the extensive exercise of independent judgment.
3. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, have shown a willingness to use professional competence in the service of the profession and the general community, and have demonstrated the ability to work effectively with faculty, staff, and administrators as necessary.

## **UH Promotion Criteria for Specialist Faculty:**

1. **Promotion to Assistant Specialist.** The faculty member must provide evidence of competence, productivity and increasing professional achievement and maturity in the performance of assigned duties. Training represented by a Master's degree and 30 credits of graduate study beyond the Master's from a college or university of recognized standing with major work in a field closely related to the position involved is required. There should be evidence of ability to perform duties calling for independent professional judgment in the field of specialization, evidence of productivity and an indication of the capacity to supervise clerical support and at least three years previous experience at the next lower rank or equivalent.
2. **Promotion to Associate Specialist.** The faculty member must provide evidence of increasing professional maturity in the professional specialization and in the performance of duties in the rank of Assistant Specialist, including evidence of the ability to exercise independent professional judgment competently in the field of specialization. Training represented by a doctorate from a college or university of recognized standing with major course work and dissertation in a relevant field is required. At least four years of experience in the appropriate specialty in the next lower rank or equivalent are required. The faculty member must demonstrate the ability to plan and organize assigned activities and to supervise the work of assistants, if appropriate. The faculty member must demonstrate a level of professional achievement which reflects his or her stature as a contributor to the standards, techniques and methodology of the profession in comparison with peers active in the same field. The comparison peer group consists not only of local colleagues but the whole of the professional community active at major institutions of higher education. In general, contributions of such a nature as to permit critical review and facilitate use by other professionals are of first importance in establishing professional achievement. There must be evidence of interaction with the broader professional community beyond the University of Hawai'i.
3. **Promotion to Specialist.** The faculty member must provide evidence of increasing productivity and professional maturity in the performance of duties in the rank of Associate Specialist, including evidence of the competent exercise of independent professional judgment in the field of specialization. Training represented by a doctorate from a college or university of recognized standing with major course work and dissertation in a relevant field is required. At least four years of experience in the appropriate specialty in the next lower rank or equivalent are required. The faculty member must provide evidence of successful planning and organization of assigned activities, including the supervision of assistants, if appropriate. The faculty member must demonstrate a level of professional achievement which establishes his or her stature as a substantial contributor to the standards, techniques and methodology of the profession. This stature is not only with respect to local colleagues, but the whole of the professional community active at major institutions of higher education. In general, contributions of such a nature as to permit critical review and facilitate use by other professionals are of first importance in establishing professional achievement. There must also be evidence of significant interaction and leadership with the broader professional community beyond the University.

**Examples for Actions that Can Be Used to Support Promotion, Tenure, or Contract Renewal**

<b>Promotion to Assistant Specialist</b>	<b>Promotion to Associate Specialist</b>	<b>Promotion to Specialist</b>	<b>Sources of Evidence for Meeting Criteria May Include:</b>
<ul style="list-style-type: none"> <li>• Master's degree and 30 credits of graduate study beyond the Master's degree (Required)</li> <li>• At least three years previous experience at the next lower rank or equivalent. (Required)</li> <li>• Evidence of competence, productivity and increasing professional achievement</li> <li>• Evidence of ability to perform duties calling for independent professional judgment in the field of specialization</li> <li>• Evidence of productivity</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate from a college or university (Required)</li> <li>• At least four years of experience in the appropriate specialty in the next lower rank or equivalent (Required)</li> <li>• Evidence of increasing professional maturity in the professional specialization</li> <li>• Demonstrate the ability to plan and organize assigned activities and to supervise the work of assistants</li> <li>• Contributes to the standards, techniques, and methodology of the profession in comparison with <b>peers</b> in the same field</li> <li>• Contributions to critical review and facilitates use by other professionals</li> <li>• Evidence of interaction with the broader professional community</li> </ul>	<ul style="list-style-type: none"> <li>• Doctorate from a college or university (Required)</li> <li>• At least four years of experience in the appropriate specialty in the next lower rank or equivalent (Required)</li> <li>• Competent exercise of independent professional judgment in the field of specialization</li> <li>• Evidence of successful planning and organization of assigned activities, including the supervision of assistants</li> <li>• Substantial contributor to the standards, techniques and methodology of the profession</li> <li>• Initiates and supervises critical review for use by other professionals</li> <li>• Evidence of significant interaction and leadership with the broader professional community beyond the</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity to supervise clerical staff</li> <li>• Participation in scholarly activities</li> <li>• Documented community training activities involving interdisciplinary professionals</li> <li>• Participation in teaching or training curricula</li> <li>• Served on a grant writing team</li> <li>• Served as lead on a grant writing team</li> <li>• Project Coordinator, Co-PI or PI for a grant</li> <li>• Number of instructional activities</li> <li>• Number of published articles</li> <li>• Number of presentations at state, national, or international conferences</li> <li>• Participates in CDS, COE, campus, or system governance or service</li> <li>• Participates in local, national, or international discipline, professional, or disability-related organizations</li> <li>• Member of an editorial review board</li> </ul>

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#### **D. Tenure/Promotion of Research Faculty**

Research faculty in the CDS participate in a variety of research and service activities. These may include applied research using traditional and mixed methods, fieldwork, and consultation. Research activities are central to the disability-related projects undertaken by the CDS and require competence in assisting professionals, paraprofessionals, and members of the community to understand, use, adapt, and implement disability-related research. CDS research faculty may also collaborate on research in various academic departments and participate in instructional activities.

*Note: The CDS promotion and tenure criteria are aligned with the UH Mānoa criteria. CDS research faculty have concurrent involvement in research and service activities and periodic teaching/mentoring responsibilities as appropriate.*

#### **UH Tenure Criteria for Research Faculty:**

1. The University must have a present and long-term need for a faculty member with the particular combination of qualifications, expertise, and abilities possessed by the applicant for tenure.
2. The faculty member must have demonstrated a level of research achievement and productivity appropriate to the rank at which tenure is sought in comparison with peers active in the same field. The comparison peer group consists not only of local colleagues but also of the whole of the appropriate research community active at major research centers. For the Assistant Researcher seeking tenure as an Associate Researcher, the faculty member should be well on the way to becoming an established researcher in his or her field. The Associate Researcher seeking tenure should be an established researcher whose productivity during the probationary period reflects this stature. The full Researcher must be among the leaders in the research field. In general, publication of research results in a form that involves review by independent referees is of first importance in establishing research competence and productivity.
3. Collaborative research and joint and shared publications may be the norm in some fields or disciplines. In such cases, departments should include a discussion of authorship conventions - including the significance of authorship order - in their policies and procedures used for tenure and promotion. If not, applicants in such fields or disciplines should provide Department Personnel Committees and Department Chairs with documentation that such is the norm to aid the review process. The significance of such work within the discipline or field should be described to assist the review. Both 1) the proportion of time among given tasks and functions in research and/or writing; and 2) the total proportion of time and effort in the research or publication should be described to aid the review process. Co-author or researcher concurrence or an independent report on such contributions is needed to aid in review.
4. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community.

## **UH Promotion Criteria for Research Faculty**

1. **Promotion to Assistant Researcher.** An earned doctorate in the relevant field or other appropriate terminal degree is required. The faculty member must provide evidence of competence and increasing professional maturity in the performance of professional and scientific work in the field of research indicated by the title of the class. There must be evidence of ability and promise in independent professional and scientific research documented by independent research activities, publications and contributions to scholarship.
2. **Promotion to Associate Researcher.** The faculty member must demonstrate a level of research achievement and productivity, which reflects his or her stature as an established researcher in comparison with peers active in the same area of research. The comparison peer group consists not only of departmental colleagues, but the whole of the community of scholars active at major research centers. Publication in a form that involves review by independent referees is of first importance in establishing research achievement. Other means by which scholarly and creative research contributions to the discipline are reviewed, utilized and evaluated by peers outside the University are also important. The faculty member must provide evidence of independent ability to plan and organize funded research activities, including effective interactions with students and assistants as appropriate. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community.
3. **Promotion to Researcher.** The faculty member must demonstrate a level of research achievement and productivity which establishes stature among the leaders in the relevant research field or sub-field. This leadership position is not only with respect to departmental colleagues, but the international community of scholars active at major research centers. Publications and funded research grants that involve review by independent referees are of first importance in establishing research achievement. Other means by which research contributions to the discipline are reviewed, utilized and evaluated by peers outside the University are also important. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community.

**Examples for Actions that Can Be Used to Support Promotion, Tenure, or Contract Renewal**

<b>Promotion to Assistant Researcher</b>	<b>Promotion to Associate Researcher</b>	<b>Promotion to Researcher</b>	<b>Sources of Evidence for Meeting Criteria <u>May</u> Include:</b>
<ul style="list-style-type: none"> <li>• Doctorate in the relevant field (Required)</li> <li>• Evidence of competence and increasing professional maturity in the performance of professional and scientific work in their field of research</li> <li>• Evidence of ability and promise in independent, professional, and scientific research</li> <li>• Independent research activities, publications and contributions to scholarship</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate stature as an established researcher in comparison with peers active in the same area of research</li> <li>• Publications reviewed by independent referees, utilized and evaluated by peers outside the University</li> <li>• Independent ability to plan and organize funded research activities, including effective interactions with students and assistants as appropriate.</li> <li>• Participation in the academic affairs of the University, such as through service on appropriate committees</li> <li>• Participates actively in state or national professional, discipline, or disability-related organization</li> <li>• Service to the profession and the general community</li> </ul>	<ul style="list-style-type: none"> <li>• Established level of research achievement, productivity, and leadership, which establishes stature among leaders in the relevant research field or sub-field.</li> <li>• Publications and funded research grants reviewed, utilized and evaluated by independent referees</li> <li>• Contributions and leadership to the discipline as reviewed, utilized, and evaluated by peers outside the University</li> <li>• Leadership in the academic affairs of the department and University</li> <li>• Evidence of leadership in state, national, or international community of scholars active in the</li> </ul>	<ul style="list-style-type: none"> <li>• Record of scholarly accomplishment</li> <li>• Demonstrates leadership in scholarly activities</li> <li>• Recognized locally, nationally and internationally for expertise</li> <li>• Principal investigator for grants of significant size or merit</li> <li>• A record of obtaining grants</li> <li>• Successful grant submissions</li> <li>• Team member/leader on significant research or service projects</li> <li>• Number of articles published (as sole author or lead team author)</li> <li>• Presentations at state, national, or international conferences annually</li> <li>• Student course/instructional activity evaluations</li> <li>• Number/level of students taught</li> <li>• Number of students advised</li> <li>• Number/content of</li> </ul>

	<p>professional discipline at major research centers or disability-related organizations</p> <ul style="list-style-type: none"> <li>• Leadership in the service of the professional and the general community</li> </ul>	thesis/paper advisement.
		<ul style="list-style-type: none"> <li>• Innovative research/instructional activities</li> <li>• Written research philosophy</li> <li>• Peer review of journal articles</li> <li>• In-service research workshops and evaluations</li> <li>• Number of grants funded</li> <li>• Significance of grants funded</li> <li>• Participates in CDS, COE, campus, or system governance or service</li> <li>• Number of state, national, international presentations</li> <li>• Number of invited presentations</li> <li>• Member of an editorial review board</li> </ul>

*Note.* A candidate can request a special waiver on the minimum requirements about a final degree, a type of degree, and the number of years at the next lower rank or equivalent.