

APPROVED:

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Mānoa Chancellor's Office

Date

**Department of Educational Administration
Procedures and Criteria for Personnel Action
(Revised April 2015)**

The following procedures and criteria to be used by the Department of Educational Administration in the recommendations for contract renewal, tenure, and promotion are in addition to the University of Hawai'i guidelines regarding contract renewal, tenure, and promotion as laid out in Article X (Department Procedures Governing Tenure, Promotion, and Contract Renewal) of the 2009-2015 UHPA Contract.

In accordance with terms of this contract agreement, the Department of Educational Administration provides written procedures for its personnel committee, which include (a) secret ballot on all final votes for contract renewal, tenure, and promotion; (b) exclusion from deliberations and voting of any individual who is not a tenured bargaining unit 7 member; (c) a summary of the personnel action put in writing and approved through a majority vote of the bargaining unit faculty members (based on the total number of the committee and not who voted); (d) procedures for the orderly review of dossiers at the Department level; (e) procedures for the periodic review of faculty after tenure, and (f) procedures for the selection of Department Chair.

Composition of Departmental Personnel Committee (DPC)

The DPC committee shall be chaired by a tenured member of the Department of Educational Administration and shall be comprised of tenured members of the Department (excluding the Department Chair). For contract renewal, the committee shall consist of at least three tenured faculty members. For tenure and/or promotion to associate professor, the committee shall consist of at least five tenured faculty members of equal or higher rank than the rank sought by the applicant. For promotion to full professor, the committee shall consist of at least five tenured faculty members at the rank of full professor.

If the department has fewer than five (5) eligible tenured Faculty Members who are available (i.e. not on leave or absence) to serve on the DPC, then the Dean or Director may constitute a Faculty Personnel Committee in consultation with the Department Chair. This ad hoc Faculty Personnel Committee can be comprised of UH-Manoa tenured Faculty Members with an appointment of 0.25 FTE or greater in the department or program, and additional tenured Faculty Members from academic departments within the College of Education (e.g., Educational Psychology). Not eligible are faculty members serving as Department Chair or Program Director of the involved department or program, or faculty members holding Executive/Managerial appointments. The Dean and the Department Chair will generate a list of people qualified and willing to serve on the DPC. Members of the DPC from outside of the Department shall be appointed by the Dean.

Solicitation of Outside Letters of Faculty Scholarship

For faculty seeking tenure and/or promotion, the Department will solicit external evaluations of the applicant's contribution to knowledge through scholarly activities (e.g.,

publishing in referred journals, authoring books and chapters in books). The candidate is not to ask for external letters. The applicant is asked to provide in writing three to five names and addresses of respected scholars in related fields who are not at UH Manoa. The Department Chair, in consultation with the Chair of the Department Personnel Committee, should secure letters from 2-3 of these people and a comparable number of letters from other known scholars proposed by the Department who can evaluate the applicant's work.

From this list, at least four external letters will be sought. In the packet sent to external reviewers, a curriculum vita will be included along with several reprints of the applicant's major publications. The purpose of the external review request is to obtain an opinion about the scholarly contributions which the applicant has made and not to determine whether the applicant would receive tenure/promotion at another institution. Recognizing that sometimes outside letters cannot be completed, the Department Chair may need to find another external reviewer if the review cannot be completed.

Part I: Contract Renewal

The reappointment recommendation form is initiated by the Department Chair (DC). The form provides for the assessment by the Department Chair and the Department Personnel Committee (DPC) of the faculty member's performance. The form is given to the DPC, which will include its assessment and recommendation with the form and transmit the material to the Chair, who will make an assessment and recommendation. The DC will then show the assessments and recommendations to the faculty member concerned before forwarding the form to the Dean of the College.

Initial appointment to the faculty shall be for a period determined by the contract in existence at the time the probationary faculty member is hired. Renewal of contracts during the probationary period shall be determined by the existing contract. Recommendations for renewal shall require that the faculty member's performance has been assessed for strengths and weaknesses and has been rated as satisfactory, that there is a continuing need for the faculty member's services at the University, and that the faculty member has made the professional improvement or has demonstrated that professional and personal qualities needed by the Department. A positive assessment does not necessarily assure renewal of appointment.

Prior to the DPC review, the Department, the Department Chair, and the DPC shall not accept unsolicited information for inclusion in a contract renewal dossier without providing the information to the candidate and giving the candidate the opportunity to provide a written response. Once the review has begun no unsolicited information will be included in the dossier. The departmental priorities among the categories considered for contract renewal are: 1) research, 2) teaching, 3) community service, 4) continued need to the Department and 5) relationships with students and faculty. The criteria which are used to make the decisions are listed according to order of importance within each category and are described below:

1. Competence in research is evaluated by the following:
 - a. Research related directly to the fields of K-12 and Higher Education Administration including, for example, leadership, policy and governance, preparation and socialization, organizational issues, and student issues.

- b. Other types of academic research (articles or books in areas of education other than higher education or K-12 administration).
- c. Research in the general fields of administration and the social sciences.

Note: In (a), (b), and (c) the evaluation of scholarly work shall be according to the following criteria: 1) publication in referred national and international journals (i.e., with journals evaluated according to publication acceptance rates and/or rankings); 2) books solo authored or co-authored; 3) edited volumes, 4) chapters in books, 5) referred presentations at national and international conferences related to the candidate's major field (higher education, K-12 education), 6) publications in regional journals; and 7) publication by state organizations. Candidates should make a clear distinction between work published or completed since their last promotion (or initial hire) and earlier work. Candidates should separate published works, conference presentation, and manuscripts into appropriate groupings. For all jointly authored and edited works, candidates must provide an estimate of the percentage of their contribution to the time and effort in the conduct of the research as well as time and effort of the preparation of final product (e.g., 50%, 25%).

2. Documented evidence of teaching skill and contributions to the department's curriculum.

- a. Student evaluations of courses taught using university (e.g., *ECafe*, department-approved instruments).
- b. Teaching awards or recognition.
- c. Development of new courses and instructional materials.
- d. Observations of teaching by colleagues (not required in the department)

3. Competence in community service may be evaluated as:

- a. Services within the field of educational administration.
 - 1. Public school and public higher education institutions in Hawai'i.
 - 2. Private educational institutions in Hawai'i.
 - 3. National educational organizations or school districts outside of Hawai'i.
- b. Services within the University community.
 - 1. Departmental and college level committees, and task forces.
 - 2. University-wide committees, partnerships, and task forces.
- c. Services in the field of general administration.

1. State level departments in Hawai'i.
2. Other states or nations.
3. National professional organizations (journals, etc.).
4. Private (business) and non-profit organizations in Hawai'i.

4. Continued Need to the Department: Judgment to be made from a statement by the candidate and from an assessment by departmental DPC members of the future program thrust of the department (e.g., student enrollments).

5. Relationships with Students and Faculty: Judgment to be made by the personnel committee using data such student evaluations or teaching evaluations.

Evidence of satisfactory performance in all of the above criteria is required of candidates for contract renewal in the Department of Educational Administration.

Part II: Tenure

Applications for tenure and promotion are prepared by the candidate in consultation with the Department Chair, if so requested by the candidate, in accordance with the established guidelines for the University. The application is reviewed for completeness by the Department Chair and the departmental personnel committee, who will consider the evidence, make a written assessment of the strengths and weaknesses of each applicant, append a recommendation if they so desire, and transmit the application dossier to the next higher level of review.

Eligible faculty members must apply for tenure by their final year of probationary service according to a time table established and published by the Employer, provided previous years of probationary service have been rated as satisfactory. Guidelines for filing out and processing tenure applications are established by the Employer. Criteria are in writing and are distributed in the guidelines and procedures provided to the applicant along with the application forms. The procedures provided to the applicant and the tenure application forms are the basis on which judgment for consideration of tenure are made.

Prior to the DPC review, the Department, the Department Chair, and the DPC shall 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. Once the review has begun no unsolicited information will be included in the dossier.

The departmental priorities among the categories considered for tenure are: 1) research, 2) teaching, 3) community service, 4) continued need to the Department, and 5) relationships with students and colleagues. The criteria which are used to make the decisions are listed according to order of importance within each category and are described below:

1. Competence in research is evaluated by the following:
 - a. Research related directly to the fields of K-12 and Higher Education Administration

including, for example, leadership, policy and governance, preparation and socialization, organizational issues, and student issues.

b. Other types of academic research (books and/or articles in areas of education other than administration).

c. Research in the general fields of administration and the social sciences.

Note: In (a), (b), and (c) the evaluation of scholarly work shall be according to the following criteria: 1) publication in referred national and international journals (i.e., with journals evaluated according to publication acceptance rates and/or rankings); 2) books solo authored or co-authored; 3) edited volumes, 4) chapters in books, 5) referred presentations at national and international conferences related to the candidate's major field (higher education, K-12 education), 6) publications in regional journals; and 7) publication by state organizations. Candidates should make a clear distinction between work published or completed since their last promotion (or initial hire) and earlier work. Candidates should separate published works, conference presentation, and manuscripts into appropriate groupings. For all jointly authored and edited works, candidates must provide an estimate of the percentage of their contribution to the time and effort in the conduct of the research as well as time and effort of the preparation of final product (e.g., 50%, 25%).

2. Documented evidence of teaching skill and contributions to the department's curriculum.

a. Student evaluations of courses taught using university (e.g., *ECafe*, department-approved instruments).

b. Teaching awards or recognition.

c. Documented observation of teaching by colleagues.

d. Development of new courses and instructional materials.

3. Competence in community service may be evaluated as:

a. Services within the field of educational administration.

1. Public school and public higher education institutions in Hawai'i.

2. Private educational institutions in Hawai'i.

3. National educational organizations or school districts outside of Hawai'i.

b. Services within the University community.

1. Departmental and college-level committees and task forces.

2. University-wide committees, partnerships, and task forces.

c. Services in the field of general administration.

1. State-level departments and organizations in Hawai'i.

2. Other states or nations.

3. National professional organizations (journals, etc.).

4. Private (business) and non-profit organizations in Hawai'i.

4. Present and Future Need to the Department: Judgment to be made from a statement by the candidate and from an assessment by departmental DPC members of the future program thrust of the department (e.g., student enrollments).

5. Relationships with Students and Faculty: Judgment to be made by the personnel committee using data such student evaluations or teaching evaluations.

Evidence of satisfactory performance in all of the above criteria and outstanding performance in two of the first three criteria are required of candidates for tenure in the Department of Educational Administration.

Part C: Promotion

Prior to the DPC review, the Department, the Department Chair, and the DPC shall not accept unsolicited information for inclusion in a contract renewal dossier without providing the information to the candidate and giving the candidate the opportunity to provide a written response. Once the review has begun no unsolicited information will be included in the dossier. The departmental priorities among the categories considered for promotion to associate professor are: 1) research, 2) teaching, 3) community service, 4) continuing need to the department, and 5) relationships with students and faculty. For promotion to full professor they are 1) research, 2) teaching, 3) service, and 4) relationships with students and faculty. The criteria used to make the decision are listed according to order of importance within each category and are described below:

1. Competence in research may be evaluated by:

a. Research related directly to the fields of K-12 and Higher Education Administration including, for example, leadership, policy and governance, preparation and socialization, organizational issues, and student issues.

b. Other types of academic research (books and/or articles in areas of education other than administration).

c. Research in the general fields of administration and the social sciences.

Note: In (a), (b), and (c) the evaluation of scholarly work shall be according to the following criteria ordered in descending preference: 1) publication in referred national and international journals (i.e., with journals evaluated according to publication acceptance rates and/or rankings); 2) books solo authored or co-authored; 3) edited volumes, 4) chapters in books, 5) referred presentations at national and international conferences related to the candidate's major field (higher education, K-12 education), 6) publications in regional journals; and 7) publication by state organizations. Candidates should make a clear distinction between work published or completed since their last promotion (or initial hire) and earlier work. Candidates should separate published works, conference presentation, and manuscripts into appropriate groupings. For all jointly authored and edited works, candidates must provide an estimate of the percentage of their contribution to the time and effort in the conduct of the research as well as time and effort of the preparation of final product (e.g., 50%, 25%).

2. Documented evidence of teaching skill and contributions to the department's curriculum.

a. Student evaluations of courses taught using university (e.g., *ECafe*, department-approved instruments).

b. Teaching awards or recognition.

c. Documented observation of teaching by colleagues.

d. Development of new courses and instructional materials.

3. Competence in community service may be evaluated as:

a. Services within the field of educational administration.

1. Public school and public higher education institutions in Hawai'i.

2. Private educational institutions in Hawai'i.

3. National educational organizations or school districts outside of Hawai'i.

b. Services within the University community.

1. Departmental and college level committees and task forces.

2. University-wide committees, partnerships, and task forces.

c. Services in the field of general administration.

1. State-level departments and organizations in Hawai'i.

2. Other states or nations.
3. National professional organizations (journals, etc.).
4. Private (business) and non-profit organizations in Hawai'i.

4. Relationships with Students and Faculty: Judgment to be made by the personnel committee using data such student evaluations or teaching evaluations.

A faculty member must be rated as satisfactory in all of the above categories and as outstanding in two of the three criteria to be recommended for promotion by the Department.

Part D: Procedures for the Periodic Review of Faculty After Tenure

The Board of Regents Bylaws and Policies, Section 9-13 establishes guidelines for periodic evaluation of faculty. These guidelines state that procedures for review of faculty must: 1) provide safeguards for academic freedom, 2) provide for participation of faculty peers in the review process, 3) provide for the evaluation of every faculty member at least once every five years, and that they may 4) provide for exempting faculty who have undergone a review for reappointment, tenure, or promotion, or who have received a merit salary increase during the five-year period. The policy further calls for the developing of procedures for such review that incorporate these principles.

Faculty members scheduled for review shall prepare an up-to-date written curriculum vitae, resume, or "academic profile" that addresses departmental expectations. The academic profile should include information on teaching, research, service, and other professional activities, appropriate to their position. The Department Chair completes a review of the faculty member's scholarship, teaching; and advising, academic scholarship, and service to the department, college, and university over the past five years. The departmental priorities among the categories considered for post-tenure review are as follows: 1) research, 2) teaching, and 3) community service. The report will state whether the faculty member's activities meet departmental expectations, and if not, what deficiencies exist. Where a faculty member is judged to meet expectations, but there are opportunities for development or areas of concern that are not deficiencies, the chair need not include these in the report, but will discuss them with the faculty member and identify ways to address them. This concludes the review process.

Where the chair has found the faculty member's activities do not meet departmental expectations, the chair's report shall identify deficiencies. The faculty member will, in writing, agree or disagree with the chair's identification of deficiencies.

Where the faculty member agrees with the chair's identification of deficiencies, the faculty member and the chair will develop a mutually-agreeable professional development plan (PDP) to address them. Where the faculty disagrees with the chair's identification of deficiencies, the dean

will determine, in writing whether the faculty member is meeting departmental expectations. If the dean determines that the faculty member is meeting departmental expectations, the review is concluded. If the dean determines that the faculty member is not meeting departmental expectations, and the faculty member disagrees in writing, the matter will be referred to OVCAA so that a Manoa Faculty Evaluation Review Committee (MFERC) can be formed. The MFERC shall determine whether departmental expectations have been met, and if not, specify any deficiencies. The OVCAA will expeditiously constitute the MFERC as identified herein; if the MFERC cannot be developed, OVCAA shall notify UHPA (further details are outlined in the UHPA Assembly Procedures for the Evaluation of Faculty at UH Manoa.

When the Department Chair needs to be reviewed, the review is conducted by the chair of the DPC.

Part E: Selection of Department Chair

- a. The determination of the Department's recommendation for DC to the Dean shall be based on a majority vote of all bargaining unit Faculty Members in the Department.
- b. Majority vote is of the total, not just a majority of those who vote.