General Statement

The following written departmental procedures are approved through a majority vote of all bargaining unit faculty members. They are designed to include, at minimum, procedures governing tenure, promotion, contract renewal evaluations and recommendations of the Department Chair (DC). They provide for a secret ballot vote for all final votes. Only individuals who are tenured Bargaining Unit 07 members are eligible to vote on tenure or promotion decisions of another faculty member. In addition, the departmental procedures provide for the orderly review of dossiers at the department level. This review may include items such as:

- External reviewer selection
- Materials to be sent to the external reviewers
- Guidelines for the letter that is sent to external reviewers
- Sources of evaluation
- Use of student evaluations
- A list of review steps to be completed
- Timelines
- Guidelines for inclusion of materials in the dossier
- Assembly of the dossier
- Eligibility requirements
- Recommendations to the Dean of the College as to who the faculty would like as Department Chair

1. Department Personnel Committee (DPC) Membership

All DPC members must be tenured members of Bargaining Unit 7. The Department Chair shall not be a member of the DPC. The Chair of the DPC will be at the level of full professor. In the case of promotion actions, only Faculty Members of equal or higher rank to which the applicant has applied can vote on applications for promotions.

A. Four Department of Educational Psychology faculty members will serve on the DPC if available. At least one member of the DPC will be outside the department. This member will be at the full rank, if possible. DPC members are elected by the faculty and recommended to the Dean of the College of Education who in consultation with the Department Chair (DC) will appoint them. These procedures do not allow voting by non-tenured faculty on tenure or contract renewal. Non-tenure track bargaining unit members may participate in the establishment of DPC policies and procedures and they may also take part in the discussions of the Personnel Committee if the Department or Division has voted to include these faculty members in such
deliberations. Non-tenure track bargaining unit members may participate in the establishment of DPC policies and procedures but not in the DPC deliberations. If a specialist faculty member's dossier will be considered, at least one member of the DPC will be a specialist at or above the rank for which the candidate is applying.

B. At their first meeting, the DPC will select a Committee Chair. Whenever possible, the DPC Chair will be a member of the Department. If there is more than one candidate, members will vote, after discussion, and the person with the most votes will be the DPC Chair.

C. If there are fewer than four eligible faculty members in the Department of Educational Psychology available to serve on the DPC, the following procedures will be followed. The Department Chair, in consultation with faculty for whom there will be personnel actions in the coming year, will generate a list of possible DPC members from related disciplines in the College of Education. Candidates for contract renewal, tenure and/or promotion will have an opportunity to review the list. They may request removal of two names at that time. If the list has fewer than five names, the DC will go back to the faculty members for additional suggestions. Once agreement is reached on outside members, the DC will contact them and ask them to serve. When possible DPC members agree to serve, their names will be forwarded to the Dean of the College of Education for appointment.

D. If DPC members are unable to fulfill their terms following their appointment, the Department Chair will consult with the candidates for whom there are personnel actions to generate a list of 2-3 possible substitute members and the order in which they will be asked to serve. The DC will contact the possible substitute members in that order. When someone agrees to serve, the DC will forward that person's name to the Dean. If all suggested substitute members decline to serve, the procedures above will be repeated, until a substitute member is identified. If a change in committee members occurs, the DC will send the new list to the Dean who will issue a memo appointing the new members.

2. Letters from External Referees (for Tenure and/or Promotion Actions)

A. The applicant is asked to provide in writing five names and addresses of respected scholars in related fields who are not at University of Hawai‘i at Mānoa by the end of the previous spring semester. The DC should collect these names from applicants in the spring semester before they apply for tenure and/or promotion in the fall. The Department shall also generate an equivalent list of potential objective external reviewers who can evaluate the applicant’s work. It is, therefore, recommended that the DC secures an equal number of letters from the candidate’s and department’s lists. Reviewers must be able to provide an objective assessment of the impact of the candidate’s work on the field. An evaluator should hold the rank the applicant is applying for or a higher one. Applicants should not contact possible external evaluators about their willingness to participate. The use of thesis/dissertation advisers and co-authors as external evaluators is not acceptable as they are not considered to be objective. Candidates should describe their contributions to such research and publications. Confirmation of contributions from co-authors should be available to the DPC.
B. As specified in the university guidelines, the same cover letter soliciting external reviewer's evaluations will be sent to each evaluator, and the DC will keep a copy of each letter. A curriculum vitae will be included with the letter and copies of reprints of the applicants' selected publications. The candidate may also choose to submit a 3-5 page narrative to include in this packet that describes the research agenda that reflects the publications submitted. The purpose of the request for outside evaluation 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. This should be reflected in the letter of invitation to evaluators.

C. The names of the external reviewers and their evaluations are confidential. The evaluations are not shown to the candidates at any time. It is the obligation of the Department to secure objective external evaluations. A comparable number of letters should come from the evaluators identified by the applicant and other known scholars proposed by the Department who can evaluate the applicant's work. 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.

3. DPC Review Process

A. Materials provided to the DPC
   1. Contract renewal—Each DPC member will be provided with the candidate’s contract renewal application and a copy of both the university and the department’s Criteria for Contract Renewal
   2. Tenure and/or Promotion—Each DPC member will be provided with the candidate’s dossier and a copy of both the university and the department’s Criteria for Promotion and Tenure.

B. Evaluation of the candidates’ materials—Each DPC member will evaluate the candidates’ materials and provide feedback to the committee. When the DPC members agree that they have completed their discussion, a vote shall be taken by secret ballot and the outcome shall be recorded. The DC should not be involved in the tenure and promotion review process conducted by the DPC. No member may abstain from voting. If a member of the DPC has a valid reason for recusing him or herself, a sixth member shall be added to the committee in the case of the recused only, so there is a total of 5 votes for each candidate.

C. Once the DPC has begun its review, no unsolicited information will be included in the dossier.

D. The DPC Chair will use the comments of the DPC members in the required written assessment of strengths and weaknesses (to justify positive or negative recommendation for contract renewal, tenure and/or promotion). The DPC statement and vote is then attached to the dossier and the dossier is submitted to the DC.

E. The Department Chair will conduct an independent evaluation of the candidate’s materials and provide a written assessment of strengths and weaknesses, and a recommendation for/against tenure and/or promotion. The DC’s written assessment
will be attached to the dossier, and the dossier will then be submitted to the Dean of
the College of Education. The DC, for the contract renewal process, must show the
DPC and DC assessments to the candidate prior to forwarding to the Dean of the
College.

F. All discussion within the DPC shall be kept confidential. All final votes are by secret
ballot.

4. Submission of Supplemental Material to the DPC

A. The candidate may also create a file of supplemental material (e.g., reprints of
publications, student evaluations of instruction, etc.) to be kept on file in the
Department Office and made available to those reviewing the application upon
request. All such material will be returned to the candidate at the conclusion of the
review process.

B. Candidates have the option to submit a receipt for outside duplication of the dossier.

5. Feedback to the Candidate

A. The Department Chair cannot give feedback to candidates specifically about the
contract renewal application or dossier before they submit their materials. The DC
may, however, give general advice. Other faculty members can give feedback, but not
as members of the DPC.

B. Contract renewal. The DC will meet with the candidate and show him/her the DC
and DPC recommendations and assessments prior to transmitting these to the Dean.
The DPC Chair may provide feedback to the candidate describing DPC
recommendations.

C. Promotion and tenure. If the DPC believes that the materials can be strengthened, the
DPC Chair may give feedback to the candidate. The candidate will have the
opportunity to incorporate suggested revisions that must be submitted within a seven-
day time frame. The DPC Chair will inform the candidate of the positive or negative
vote.

6. Review of Personnel Policies and Procedures

These policies and procedures shall be reviewed when necessary by all tenure-track
faculty members. If there are changes to these policies and procedures, faculty who are
applying for tenure and/or promotion may choose to have their materials considered
under either the old or newly approved procedures. (Note that these policies are in
addition to the University of Hawai‘i Professional Assembly faculty contract and the
policies of the University of Hawai‘i Board of Regents. Nothing in these guidelines shall
be construed to contradict University guidelines.)

7. Selection of Department Chair

When a new Department Chair is needed, faculty will nominate a new chair. If there is
consensus, the faculty will inform the Dean of their choice and that the decision is
unanimous. If there is no consensus, the faculty will continue to discuss the matter until a consensus emerges. Only if consensus cannot be reached after a strong effort over a period of time, faculty members will vote by secret ballot. The faculty will inform the Dean of their decision and the results of the vote.
Criteria and Guidelines for Instructional Faculty
Contract Renewal and Tenure/Promotion in Educational Psychology

1. Contract Renewal
The Departmental Personnel Committee (DPC) evaluates contract renewals. Six copies should be submitted to the Department Chair by the Department's contract renewal deadline.

Candidates will document accomplishments in three areas (instruction, research and service). In addition, they should provide a brief narrative on the relevance of their present and future work to departmental, college and university missions. Accomplishments will be evaluated by the progress candidates are making toward tenure/promotion criteria.

A. Requirements
1. Instruction
   a. Course evaluations (student)
   b. Evidence of growth/development in teaching
      Examples of instructional achievement
      1. Course evaluations (peer)
      2. Dissertation, thesis or Plan B advisement
      3. Range of courses taught at graduate and undergraduate levels
      4. Unsolicited comments
      5. Direction of independent study
      6. Preparation of a successful course proposal, program or other major instructional innovation
      7. Teaching awards and/or nominations for teacher awards
      8. Other mentoring (student presentations, etc.)

2. Research
   a. One or more articles submitted for publication
      Examples of research achievement
      1. Publication of article in refereed research journal
      2. Research grant
      3. Note or book review in a research journal
      4. Presentation at refereed research conference
      5. Evaluations of research from qualified persons outside the department
      6. Non-refereed publication
      7. Technical and other reports
      8. Publication of a chapter in edited volume
      9. Invited address in area of research
      10. Publication of book

3. Service
   a. Participation in departmental activities including admissions, student advising, faculty searches, and policy making
   b. Service to the college, university, or community
      Examples of Service
      1. Professional consultation
2. Chair of departmental, college-wide, university-wide and/or non-university committee(s)
3. Member on departmental, college-wide, university-wide and/or non-university committee(s)
4. Service to professional organization
5. Editor of research journal
6. Member of editorial board or consulting editor of research journal
7. Reviewer of professional manuscripts or grant proposals

2. Tenure and Promotion

Applications for tenure/promotion in Educational Psychology shall conform to the “Criteria and Guidelines for Tenure/Promotion Application” for the Mānoa Campus of the University of Hawai‘i as published by the Office of the Vice President for Academic Affairs each fall. Below we provide the most recent criteria that are available as examples. However, applicants must review the current University guidelines in detail and fully document achievement in teaching, research and service in order to make the best case possible to accomplish the desired personnel action.

A. Tenure Criteria

In assessing the evidence for tenure, reviewers will assign the greatest weight to accomplishments and performance during the period since the applicant’s initial hire at the University of Hawai‘i and the pattern and rate of professional growth. In order to be awarded tenure in a given rank, a faculty member must meet the minimum qualifications including the requirements for education and experience, in addition to any criteria that may be established by the University for that rank. Applicants who do not meet those minimum qualifications must request a waiver of one or more of the specified minimum qualifications.

The University’s criteria for tenure of instructional faculty are given below (see 2017-2021 UPHA contract, online at http://www.uhpa.org/contracts/2017-2021-ta-pdf/)

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 your 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. For the Assistant Professor seeking tenure as an Associate Professor, the applicant should be well on the way to becoming an established scholar in his or her discipline. The Associate Professor seeking tenure should be an established scholar 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. A more detailed listing of the criteria that will be used at each rank may be found in the promotion criteria (Part V) and the Executive Policy – Classification of Faculty, E5.221 (Appendix A).

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.

B. Promotion Criteria

The University’s criteria for tenure of instructional faculty are given below (see 2017-2021 UPHA contract, online at http://www.uhpa.org/contracts/2017-2021-ta-pdf/)

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, how your 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 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, how your 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 Assistant Professor seeking promotion to Associate Professor should be well on the way to becoming an established scholar in his or her 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 of 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.

3. Criteria and Guidelines
The Department of Educational Psychology recognizes the following activities, products and certifications as tangible evidence for tenure and/or promotion. The candidate may present as evidence other documentation not explicitly listed and no candidate is expected to submit as evidence all of the items listed.

In the area of instruction, the department places high importance on evaluation by students and peers. In the area of research, the department regards refereed publications and presentations as very important. Candidates should describe their contributions to the research and publications.

A. Examples of Instructional Achievement
1. Course evaluations (student)
2. Course evaluations (peer)
3. Thesis or dissertation advisement and service as members on students’ committees
4. Range of courses taught at graduate and undergraduate levels
5. Unsolicited comments
6. Direction of independent study
7. Preparation of a successful course proposal, program or other major instructional innovation
8. Teaching awards and/or nominations for teacher awards

B. Examples of Research Achievement
1. Publication of article in refereed research journal (The Department does not specify particular journals. Collaborative research and publication is consistent with the authorship conventions of the field.)
2. Research grant
3. Note or book review in research journal
4. Presentation at refereed research conference
5. Evaluations of research from qualified persons outside the department
6. Non-refereed publication
7. Technical and other reports
8. Publication of a chapter in edited volume
9. Invited address in area of research
10. Publication of book

C. Examples of Service
1. Professional consultation
2. Chair of departmental, college-wide, university-wide and/or non-university committee(s)
3. Member on departmental, college-wide, university-wide and/or non-university committee(s)
4. Service to professional organization
5. Editor of research journal
6. Member of editorial board or consulting editor of research journal
7. Reviewer of professional manuscripts or grant proposals

4. 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 developing procedures for such review that incorporate these principles.

Faculty members scheduled for review shall prepare an “academic profile” that addresses departmental expectations. The academic profile should, at a minimum, include a current curriculum vitae; a narrative summarizing teaching, research and service activities for the past five years; teaching evaluations, and copies of publications and presentations for this time period. 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 considers for post-tenure review are as follows: 1) research, 2) teaching, 3) 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 DC 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 expectation, the DC’s report shall identify deficiencies. The faculty member will, in writing, agree or disagree with the DC’s identification of deficiencies.

Where the faculty member agrees with the DC’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 DC’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 Mānoa 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 UPHA (further details are outlined in the UHPA Assembly Procedures for the Evaluation of Faculty at UH Mānoa). When the Department Chair needs to be reviewed, the review is conducted by the chair of the DPC.

Post tenure faculty may be exempt from the five-year review under the following circumstances:

1. Faculty who have been reviewed for tenure and/or promotion within the last five years or who have received a merit salary increase within the last five years.

2. Faculty who have been reviewed in the five-year review process within the past five years.

3. Faculty who have retired or state in writing their intention to retire within the next two years. In these cases the faculty should be informed in writing that should they decide not to retire, they must submit their documents within 30 days of rescinding their retirement.

4. Faculty on sabbatical or leave without pay during the current AY who would otherwise be eligible for review this cycle. These faculty reviews may be deferred until the next cycle.

5. Faculty who have submitted an application for a special salary adjustment based on merit or have submitted a dossier for promotion may have their post tenure review deferred until the next cycle. If the salary adjustment or promotion application is denied, the faculty will be evaluated for post tenure review during the next cycle.
Criteria and Guidelines for Specialist Contract Renewal and Tenure/Promotion in Educational Psychology

1. Contract Renewal

The Departmental Personnel Committee (DPC) evaluates contract renewals. Six copies should be submitted to the Department Chair by the Department’s contract renewal deadline.

Candidates will document accomplishments in the three areas (professional activities, scholarly activities, and service). In addition, they should provide a brief narrative on the relevance of their present and future work to departmental, college and university missions. Accomplishments will be evaluated by the progress candidates are making toward tenure/promotion criteria.

A. Requirements

1. Professional Activities
   a. Evidence of growth and development in professional activities
      Examples of professional achievement
      1. Advisement, mentoring, seminars, instruction
      2. Administration, coordination, collaboration
      3. Conducts needs assessment

2. Scholarly Activities
   a. Evidence of scholarly activities
      Examples of scholarly activities
      1. Conference Presentations
      2. Program Evaluation reports and presentations
      3. Scholarly publications, refereed and non-refereed
      4. Grant proposals and awards
      5. Evaluations of research from qualified persons outside the department
      6. Documents/tools that assist in research being conducted by others

3. Service
   a. Evidence of service
      Examples of service
      1. Committee membership at the University, College or Department levels
      2. Interagency collaborations
      3. Planning and implementing conferences, workshops, inservice activities, etc.
      4. Service in professional organizations

2. Tenure and Promotion

Applications for tenure and promotion in Educational Psychology shall conform to the “Criteria and Guidelines for Tenure/Promotion Application” for the Mānoa Campus of the University of Hawai‘i as published by the Office of the Vice President for Academic Affairs each fall. Below we provide the most recent criteria that are available as examples. However, applicants must review the current University guidelines in detail and fully document achievement in professional activities, scholarly activities, and service in order to make the best case possible to accomplish the desired personnel action.
A. Tenure Criteria

In assessing the evidence for tenure, reviewers will assign the greatest weight to accomplishments and performance during the period since the applicant’s initial hire at the University of Hawai‘i and the pattern and rate of professional growth. In order to be awarded tenure in a given rank, a faculty member must meet the minimum qualifications including the requirements for education and experience, in addition to any criteria that may be established by the University for that rank. Applicants who do not meet those minimum qualifications must request a waiver of one or more of the specified minimum qualifications.

The University of Hawai‘i at Mānoa’s Tenure Criteria for Specialists are given below (see 2017-2021 UPHA contract, online at http://www.uhpa.org/contracts/2017-2021-ta-pdf):

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 and Librarian II and III, the applicant should demonstrate clear evidence of professional growth in the specialty. The Associate Specialist and Librarian IV seeking tenure should be an established contributor to the standards, techniques, and methodology of the profession. The full Specialist and Librarian V 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. A more detailed listing of the criteria that will be used at each rank may be found in the promotion criteria (Part V) and the statement of minimum qualifications (Appendix A).

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.

B. Promotion Criteria

For promotion, specialist faculty must demonstrate competence, productivity, versatility, increasing maturity, and independent judgment in professional activities (assigned duties), scholarly activities, and service.
The University’s criteria for tenure of specialist faculty are given below (see 2017-2021 UPHA contract, online at http://www.uhpa.org/contracts/2017-2021-ta-pdf/)

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 help 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.

3. Criteria and Guidelines
The role of specialist faculty is distinctively complementary to that of instructional faculty. Specialist faculty engage in a myriad of activities designed to provide support to students, to researchers, to other faculty, and to other client groups both within the institution and in the community-at-large. Specialist faculty have the common goal of providing a support system that is prerequisite to academic, research, and/or community stability and success, as well as effectiveness and efficiency of operation for the institution. Specialist faculty activities are not consistent across settings due to the complexity, the number, and the variety of locations and assignments. Nor do specialists' activities and duties easily lend themselves to categorization into a tripartite model such as that suggested by the traditional role of instructional faculty.

The responsibilities of specialist faculty generally involve three distinct categories of activities which can be perceived as parallel to the tripartite model characterizing the instructional faculty workload. The categories are: 1) professional activities; 2) research/scholarly activities; and 3) service activities. Each of the three categories of responsibility is briefly defined in this document, and each includes examples of specialist faculty endeavors within each category. These descriptions are to be viewed as guidelines only, and not as minimum qualifications for tenure and/or promotion.

The Department of Educational Psychology recognizes the following activities, products and certifications as tangible evidence for tenure and/or promotion for specialist faculty. The candidate may present as evidence other documentation not explicitly listed, and no candidate is expected to submit as evidence all of the items listed.

Sources of Evidence for Meeting Criteria May Include:

A. Professional Activities
   1. Administration
      a) Participating in the development, interpretation, revision, and implementation of policies and procedures governing a program/activity.
      b) Planning, ordering, and securing resources for use in support of programs/services.
      c) Administering, supervising, and/or coordinating programs or services
      d) Performing general administration (writing correspondence, keeping records, preparing budgets, etc.)
   2. Program Development
      a) Identify and assess client group need in a systematic manner and respond appropriately in program planning and management
      b) Program planning, development, decision-making, and implementation including securing extramural funds as necessary and appropriate
      c) Program monitoring and evaluation for ensuring that the original stated need is met and that needs have not changed
d) Making arrangements for, coordinating, and/or supervising participation in activities, programs

e) Developing and improving techniques, procedures, and materials

f) Participating in the development and/or revision of program literature.

3. Direct Client Service

a) Providing individual or group counseling/advising/consultation/support

b) Conducting information or developmental workshops and seminars

c) Providing feedback/evaluation/assessment of participant performance in research endeavors, programs, seminars, field work, advising, etc.

d) Designing, developing and teaching academic courses

e) Designing and implementing teaching/instruction/research strategies based on selected goals, learning theory, and characteristics of learner/participant

f) Developing effective research tools, learning aids, teaching materials, simulations, etc. to be used in teaching/presentations/workshops/research

g) Serving as advisor to student organizations/groups and/or other client groups

B. Scholarly Activities

Specialist faculty utilize research and evaluation to ensure that programs and services are relevant and that they are meeting student, institutional and client need. As needs change, this function allows a sensitive response and provides the basis of modification and change. In addition, specialist faculty keep current with developments in the field of specialization, improve and enhance skills and techniques, and continuously expand basic knowledge in order to better serve students, the institution, and the community.

1. Research/Evaluation

a) Determining needs and interests of targeted service groups through formal assessment methods

b) Evaluating success, effectiveness, user satisfaction, utilization of program or service through formal evaluation methods

c) Conducting formal inquiry into a topic through accepted means (reviewing literature, generating hypotheses, collecting, analyzing, and interpreting data)

d) Planning, presenting, and/or editing written/oral reports of results of research/evaluation

e) Presentation of materials for publication in relevant journals, books, monographs, etc.

f) Applying for and receiving fellowships, grants, and/or awards for research/evaluation purposes

g) Presenting papers or poster sessions at a professional conference, colloquium, seminar

h) Conducting research or other studies in field of specialization

i) Creating documents/tools, maintaining facilities/equipment that assist in research being conducted by others

j) Engage in professional activities that enhance research visibility and prominence of the unit/institution.
2. Professional Development
   a) Being selected and making presentations, participating in a panel or discussion group at a professional conference/seminar
   b) Engaging in formal study, workshops, meetings, seminars and conferences in order to improve professional competence
   c) Studying for/completing requirements for advanced degree, license, diploma, certification, etc., in a field relevant to the position involved
   d) Remaining current with literature and professional associations relevant to area of expertise (e.g., professional society membership, contributions to professional activities)

C. Service
   Service refers to a very broad spectrum of activities which is a significant portion of the specialist faculty role. Service activities include those that have to do with the internal organization of the university itself; those activities having to do with the professional bodies which provide the faculty specialist with professional identity and status; and activities which normally occur outside the institution itself and are related to the faculty member's professional expertise and/or responsibilities.

1. University service
   a) Serving as a member or chair of a departmental, campus-wide, or system-wide committee
   b) Working on faculty governance bodies, committees (e.g., Mānoa Faculty Senate, College Faculty Senate)
   c) Serving as a mentor to colleagues, staff, students
   d) Responding to both formal and informal requests for documentation of relevant data, proposals, reviews, reports
   e) Serving as a member of review/evaluation or panel/committee
   f) Acting as special project leader or coordinator
   g) Organizing/presenting conferences/workshops for faculty development
   h) Providing expertise/consultation in developing and/or teaching courses/workshops
   i) Collaboration with other university professionals

2. Professional Service
   a) Reviewing research, professional organization proposals, manuscripts
   b) Serving as an editor of conference proceedings, as a journal editor, as a member of an editorial board or other professional publication in area of expertise
   c) Serving as an officer and/or board member in a state, national, or international professional society in the area of one's expertise
   d) Organizing, chairing, or co-chairing a conference or conference session
   e) Responding to requests to conduct workshops, seminars, and presentations in area of expertise
   f) Consulting and advising with professional colleagues
   g) Responding to requests for comments on published materials
   h) Working to provide options/opportunities for faculty development which also enhance the mission of the University
3. Community Service
   a) Providing uncompensated consultation to the community-at-large and to
government agencies in area of expertise
   b) Speaking, making presentations to public groups, bodies
   c) Serving on advisory board, committees as related to area of expertise
   d) Conducting conferences and workshops on campus for the benefit of the
community-at-large
   e) Providing expert testimony at legislative and public hearings, and/or
meetings while serving as a representative of the university in area of
expertise
   f) Providing assistance to federal, state, or county agencies in area of
expertise
   g) Providing service to volunteer organizations in area of expertise