

**APPROVED:**

  
Mānoa Chancellor's Office      Date

**Matsunaga Institute for Peace & Conflict Resolution (MIPCR) Criteria for Tenure, Promotion, Contract Renewal and Periodic Review (adopted on February 17, 2015; final revisions August 28, 2015.)**

**Note:** This criteria is divided into the three traditional categories of (1) Teaching; (2) Research and Scholarship; and (3) Service. Members of the instructional faculty will be assessed in all three categories. However, a member of the specialist faculty will be assessed only in the categories that apply to his/her specific position description.

**1. Teaching**

MIPCR expects its teaching faculty to present and explore updated and relevant theories in their field. They will build upon the broad goals of the Institute through classroom instruction and/or curriculum development. They may also provide classroom opportunities for practical training in the skills of leadership, negotiation, mediation, conflict transformation/resolution, or facilitation.

Instructional faculty applying for renewal, promotion or tenure, or undergoing periodic review, should demonstrate excellence in their teaching activities, and describe the relevance of these activities to UH and MIPCR. They should also describe the relevant criteria by which their own instruction can be assessed, and how their teaching is integrated with service and research. MIPCR faculty members should implement assessment tools such as e-cafe, mid-term student assessments, or self-assessments to support their goals of meeting student learning outcomes and the needs of students. They will also provide evidence that they have used these evaluation tools to improve their teaching practice. Teaching faculty may also request classroom observation and rubric/narrative assessments of their teaching from the Center for Teaching Excellence, colleagues, mentors, or supervisors.

Members of the MIPCR teaching faculty may facilitate in making peace and conflict studies actionable and practicable. MIPCR faculty should help to convey understandings of existing conflicts in local, national, and global communities, using a variety of sources to integrate themes of human rights, multiculturalism, social justice, multifaceted conflict resolution, community resilience, public policy, and/or the history of peace and peace building. Instructors may impart skills and strategies of social change, and further help students develop tools for solution building as well as offer opportunities to practice problem-solving skills. MIPCR faculty may help students to identify how the skills that they gain in peace and conflict resolution studies can translate into the workforce. Members of the faculty are encouraged to conduct and present curriculum research and to create training and educational materials.

For the professor level, there must be 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 that have need for the faculty member's area of expertise. Because MIP is primarily an undergraduate program (with only graduate certificate), some faculty may not teach in the graduate program. For the associate level, there should be evidence

of a maturing level of performance and achievement as a teacher and contribution to the department's instructional program. Evidence should also include how prior teaching evaluations have been used and incorporated in subsequent courses.

## **2. Research and Scholarship**

Research includes all forms of original knowledge creation and dissemination. The style, method and audience of research in peace and conflict resolution studies can vary widely as it is an interdisciplinary field. Peer review is important to the evaluation of the quality of research. As much of the research on peace and conflict studies is international in nature, international collaboration and publications are common. Co-authorship is also valued in MIPCR, as it contributes to and enhances collaboration.

Evidence of scholarly activities may include, in order of importance:

- \*peer-reviewed journal articles, book chapters, books, policy papers, case studies, textbooks (including traditional print form, electronic publications, video, and/or films); if a publication is not yet in print during the year under review, appropriate documentation of acceptance must be provided.
- \*applied research projects, both domestic and international;
- \*presentations at professional meetings, regional and international conferences, seminars and colloquia, as well as public lectures;
- \*research awards and other forms of recognition for research excellence;
- \*grants and contracts received and proposals submitted.

Faculty applying for tenure and promotion to Associate Professor should have an ongoing record of peer-reviewed publications (such as a books, peer-reviewed articles or book chapters). Candidates should be able to provide evidence of their progress towards a regional, national or international reputation in their field. Citation of a candidate's publications may be considered as evidence of the progress towards a regional, national or international reputation.

Faculty applying for promotion to Professor must have an ongoing record of productivity, such as a book (either published or completed and accepted for publication) or the equivalent scholarly activity. An equivalent might be an average of one to two publications (peer reviewed journal articles, book chapters, or equivalents) each year. Candidates seeking promotion to Professor should have a record of research and engagement in the field and developed a regional, national or international reputation. Citation of a candidate's publications may be considered as evidence of the achievement of a regional, national or international reputation.

### **3. Service**

**Peace and Conflict Resolution Studies are academic disciplines that are devoted to application and service. Members of the faculty are expected to actively engage in the life of the Institute, the University, the profession, and the community, and should make a significant contribution in the area of service. Service outside the University informs and stimulates both teaching and research, while reflecting positively on MIPCR and helping the University to meet its obligations as a public institution. Candidates applying for renewal, promotion or tenure, or undergoing periodic review, should demonstrate excellence in service activities and describe the relevance of these activities to UH and MIPCR. They should describe their service work, how it is integrated with their teaching and research, and how it meets the MIPCR criteria for excellence.**

**Service to the Institute and the University may include such activities as:**

- \*chairing standing committees and participation in MIPCR faculty meetings and Institute affairs; excellence would include providing significant leadership;**
- \*service on committees of the faculty at the College of Social Science and campus levels, and/or special committee assignments initiated by the Director, the Dean or other administrators; excellence would include providing significant leadership;**
- \*services to or collaboration with departments and units of the University outside of MIPCR; excellence would include providing significant leadership.**

**Service to the community (at the local and global levels) may include such activities as:**

- \*service to non-university groups, individuals or organizations (e.g. serving on boards of directors or in other capacities); excellence would include providing significant leadership**
- \*provision of public advocacy and/or community development services;**
- \*work as a consultant, public speaker, or organizational researcher;**
- \* delivering public presentations and media appearances and publishing op-ed articles;**
- \*serving in any significant way that is related to the faculty member's area of professional expertise.**

**Service to the profession may include:**

**\*providing anonymous reviews for peer reviewed journals, university and scholarly presses, and funding agencies;**

**\*service as an officer for professional associations relevant to the Institute or the faculty member's area of expertise;**

**\*editorial board service for academic journals;**

**\*service as a chair or discussant for professional meetings;**

**\*organizing conferences and other events relevant to peace and conflict resolution.**

**The distinction between Assistant level and Associate level shall be demonstrated by documented, progressive leadership and taking increasing levels of responsibility. The distinction from Associate level to Professor level shall be measured by new initiation of activities and significant leadership. Periodic reviews shall document continued leadership and activities in these areas.**