

APPROVED:

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UHPA Date

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[Signature] 11/25/14
Mānoa Chancellor's Office Date

University of Hawai'i at Mānoa
Myron B. Thompson School of Social Work

PROCEDURES FOR TENURE, PROMOTION AND CONTRACT RENEWAL
School Personnel Committee

The mission of the Myron B. Thompson School of Social Work (MBTSSW) is to provide educational excellence that advances social work with its focus on social justice. The principal responsibility is the generation, transmission, and application of knowledge for the global enterprise with special attention to Native Hawaiian, other Pacific Islander, and Asian populations in our state and region.

I. Purpose of the School Personnel Committee

The School Personnel Committee (SPC) is responsible for the evaluation of material submitted by tenure and tenure track instructional faculty and specialists for contract renewal review, tenure and promotion applications. The Chair of the SPC is responsible for the five-year assessment process. Limited term faculty are reappointed/reviewed by the Dean.

II. Composition of the School Personnel Committee

1. The SPC shall be composed of five School of Social Work Faculty members.
2. All members shall be tenured members of the Bargaining Unit 7 and at least .50 FTE with the School of Social Work.
3. At least two of the members will be full professors.
4. The term of office shall be one academic year.
5. The Chair of the SPC shall be elected by majority vote from among the SPC members at the beginning of each academic year.
6. The Chair of the SPC serves as a voting member of the Committee.
7. Only Faculty Members of equal or higher rank of the applicant can vote on applications for promotion (*UHPA 2009-2015 Agreement*). Supplemental members to the committee will be appointed by the Chair in consultation with the Dean.

III. Procedures for Review of Dossiers

A. Tenure and Promotion:

1. Names of tenure and promotion candidates are presented to the SPC Chair by the Dean's Office along with a timeline for the submission of the SPC report and vote.
2. Tenure and promotion candidates will be provided University and MBTSSW Guidelines by August 15. Applicants are strongly encouraged to seek counsel from the SPC regarding the preparation of their dossier.
3. Individual candidates may exclude participation in the review process of one internal school member without written justification where the candidate believes that a conflict exists that would prevent the Faculty member's fair evaluation of a tenure or promotion application (*UHPA 2009-2015 Agreement, Article X, Section B, page 18*). Notification about this exclusion must be made to the Dean within one week (7 days) of the applicant receiving notification about the tenure and promotion process from the Dean's office. If an elected member of the SPC is excluded by the candidate, the SPC will notify the Dean of the need for replacement. A subsequent election or replacement will occur in a timely manner.
4. SPC chair requests from the candidate the names and contact information of four respected scholars from peer institutions in related fields and who can provide an objective and independent assessment of the candidate's scholarship to serve as external referees for the candidate. Specialists will provide the names of four respected professionals who can provide an objective assessment of the candidate's work as described in the candidate's job description. These individuals should hold at least the rank for which the applicant is applying. The SPC will contact these individuals and add four more names of other known scholars (for instructional faculty) and professionals (for specialists) who can evaluate the candidate's work. This final list is a minimum of five but no more than eight individuals who have agreed to serve as external referees for the candidate. If necessary, additional names may be solicited to insure that the candidate is reviewed by this number. Candidates must provide this information to the SPC Chair by April 15 of the year in which they seek personnel action.
5. For instructional faculty, the SPC Chair contacts individuals on the final list of no more than eight external referees to seek their consent to review the candidate's performance. If the external reviewers agree, the SPC chair

sends the candidate's vitae and examples of the candidate's scholarship selected by the candidate. Candidates must provide the SPC Chair with this information by April 15 of the calendar year in which they seek personnel action.

6. For specialists, the SPC Chair contacts individuals on the final list of no more than eight external referees to seek their consent to review the candidate's performance. If the external reviewers agree, the SPC Chair will send the candidate's vitae, the candidate's personal statement, and examples of the candidate's performance in their assigned tasks selected by the candidate. Candidates must provide the SPC Chair with this information by April 15 1 of the calendar year in which they seek personnel action.
7. A memo or email is sent to all instructional faculty and specialists by October 1 inviting comment of those candidates requiring SPC review. The SPC evaluates data given SPC Policies/Procedures and criteria.
8. Notices are posted on the memo board of the School's student lounge and through email requesting student input on each candidate's academic/teaching or job performance at least two weeks prior to the SPC review.
9. Candidates may submit additional supplementary material (e.g., letters of support) to the SPC until the specified date of the initiation of the SPC's formal review of their dossiers. Material solicited from external reviewers will be accepted up until the specified date of the initiation of the SPC's formal review of the candidate's dossier.
10. All members of the SPC review all dossiers, faculty, colleague and student letters, and referee responses.
11. Each SPC member is randomly assigned in a committee faculty-driven process to review a candidate's dossier and to lead the SPC's discussion of the candidate's work performance. In the case of instructional faculty, the focus is on scholarship, teaching and service. Specialists are evaluated in terms of meeting the tasks and requirements of their job description.
12. That SPC member then produces a draft of the committee's review based on the perceived consensus of the committee. The draft evaluation is subsequently reviewed by the committee, and the review is then rewritten by the assigned SPC member.
13. Once the written assessment is accepted by the SPC, a confidential ballot is taken on the committee's recommendation for tenure and/or promotion if they so desire. The results are recorded by the Chair. Only faculty members

of equal or higher rank of the applicant may vote on applications for promotion.

14. A copy of the committee's assessment and vote is given to the candidate by the Chair. The candidate for tenure and/or promotion is notified that he/she has one week (*7 business days*) to appeal or request, in writing, to amend the SPC's review.
15. If there is an appeal or a request for amendment, the SPC will then meet to review the appeal, and if recommended by a majority of the SPC, another confidential ballot is taken and/or the written review amended.
16. The review and vote are then submitted to the Dean by the date agreed upon by Dean and the Chair of the SPC.
17. Faculty Members should refer to the separate Guidelines for Five-Year Assessment review for information related to these evaluations.
18. Amendments to these procedures can be initiated by a majority vote of tenured bargaining unit 7 members with voting privileges in the MBT School of Social Work. The proposed amendment shall be sent through the Dean of the School to the Vice Chancellor, University of Hawai'i at Mānoa, and the Union for review and approval, which shall not be unreasonably withheld. Approved amended procedures shall be filed with the union and the Dean of the School of MBT Social Work.

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B. Contract Renewal Review Procedures for Tenure Track Personnel

1. The names of non-tenured personnel (instructional faculty, specialist faculty, and limited term appointments) subject to review by the SPC as determined by the Dean are presented to the Chair of the SPC by the Dean's Office.
2. Formal contract reviews will be held in years two and four for tenure-track faculty. The first contract evaluation will occur soon after the faculty member has completed a full year's work and thus, at a time when there should be enough data to form the basis of a substantive and meaningful review (University of Hawai'i Professional Assembly Evaluations of Probationary Faculty members on the Tenure Track).
3. Letters requesting review materials and including the University and the School of Social Work Guidelines for Contract Renewal are sent by September 1 of the beginning of year two of the contract. Faculty are strongly encouraged to seek counsel from the SPC regarding the preparation of review materials.

4. Notices are posted on the memo board of the School's student lounge and through email requesting student input on each candidate's academic/teaching or job performance and provided with an SPC evaluation form at least one month prior to the SPC review.
5. Dossiers from the candidates are forwarded to the Chair of SPC by October 1 of the year following the original date of hire. As examples, the first contract renewal review by the SPC for new tenure-track faculty hired as of August 1, 2014 will begin with the submittal by the candidate of material to the SPC by October 1, 2015.
6. Candidates may submit additional supplementary material (e.g., letters of support) up until the specified date of the initiation of the SPC's formal review of their dossiers.
7. Each dossier, along with previous SPC evaluations, will be read by every member of the SPC.
8. One SPC member is chosen at random to lead the review of each Instructional faculty and specialist faculty candidate's dossier and prepare a draft summarized report and assessment of the contract renewal materials.
10. This summarized report consists of:

The evaluation is a narrative assessment of the instructional faculty candidate's scholarship, teaching, and service. Assessments of specialist faculty candidates focus on their fulfillment of their particular job assignments. This review identifies strengths and areas needing improvement along with SPC recommendations and confidential committee vote.
11. SPC members discuss each candidate's contract renewal material and add their feedback to the lead member's report. The lead SPC member revises the report and redistributes his/her report to the SPC for final revisions and approval.
12. The revised assessment is subsequently reviewed by the committee and a confidential ballot taken by the Chair on the committee's evaluation of whether or not the candidate's work is satisfactory and whether or not a recommendation for continuation of contract should be made to the Dean.
13. The results of the confidential ballot tally are recorded by the Chair.

14. The SPC Chair gives a copy of the form with the results of the confidential ballot to the candidates with a memo notifying them that they have 48 business hours following the receipt of the forms to clarify any items with the SPC Chair or to appeal, in writing, the Committee's evaluation.
15. If there is an appeal, the SPC will meet to review the appeal, and if recommended by a majority of the SPC, another confidential ballot will be taken and/or the written reviews amended.
16. The final evaluation including the Committee's votes are then forwarded to the Dean by the SPC Chair by the time agreed upon by the Dean and SPC Chair, in accordance with the time line for Annual Contract Renewals.
17. The tenure review process is based upon the applicant's dossier and not contract renewal assessments. The tenure dossier must make the case for the award for tenure.
18. The probationary period ends by the granting of tenure, the refusal of tenure by the employer, or the non--renewal of appointment. Candidates should refer to the *UHPA Agreement 2009-2015* for duration of probationary period information, pages 20-23.
19. Amendments to these procedures can be initiated by a majority vote of tenured bargaining unit 7 members with voting privileges in the MBT School of Social Work. The proposed amendment shall then be sent through the Dean of the School to the Vice Chancellor, University of Hawai'i at Mānoa for review and approval, which shall not be unreasonably withheld. Approved amended procedures shall be filed with the Union and the Dean of the MBT School of Social Work.

Tenure and Promotion Criteria Expectations and Guidelines

Criteria, Expectations and Guidelines for Tenure and Promotion of Instructional Faculty.

The School criteria and guidelines for tenure and promotion conform to the *UH Criteria and Guidelines for Faculty Tenure/Promotion Application, with reference to the 2009-2015 UHPA/UH Agreement*

http://manoa.hawaii.edu/ovcaa/faculty/tenure_promotion_contract_renewal/

Illustrations of valid areas of endeavor are listed below for the purpose of assisting Instructional (I) faculty members in making a case for tenure and promotion. (For Specialist faculty, see the separate section for Specialist (S) faculty). The School expects that each I faculty member will have accomplishments in each of the three main areas of endeavor: 1) Research/Scholarship Activities; 2) Teaching; and 3) Service. Each dossier will vary depending on faculty work in their distinct areas, but significant activity is expected in all three areas, and all effort is expected to be of the highest quality.

The following provides these illustrations. To further assist "I" faculty in the tenure/promotion process, we provide these definitions of expectations. "**Required**" criteria are minimum standards for making successful progress toward tenure. If not met, a faculty applicant will likely not progress successfully toward tenure and promotion. However, meeting *only* the activities outlined in the "**Required**" category is not a guarantee for successful promotion or tenure. It is therefore advisable that faculty members not only achieve elements in the "**Required**" category under teaching, research, and service, but also attend to criteria in the "**Recommended**" (especially) and "**Encouraged**" categories to increase their potential success in attaining tenure and promotion.

In addition to the UH Criteria and Guidelines for Faculty Tenure/ Promotion Application with reference to the 2009-2015 UHPA/UH Agreement, the School's expectations are:

A. Teaching:

All teaching must be done in a fair and professional manner, with objectives of instruction and evaluation methods clearly stated. Instructions should reflect competency, stating clear professional objectives and expectations for students. Willingness to teach at all program levels within the MBTSSW (BSW, MSW, and PhD), to mentor students, to demonstrate leadership in curriculum development, and to chair and serve on PhD committees (if eligible) are all important.

Required:

1. Teach five social work courses (or their equivalent) in all program levels, as assigned by Dean's office. Exceptions include course buyouts that are equal to 15% of faculty salary, administrative waiver or exemptions, adjusted course loads for Distance Education (DE) faculty, and other exemptions approved by the Dean. Faculty should refer to the MBT SSW Faculty Workload Policy for more information.
2. Demonstrate teaching effectiveness through eCafe as defined by scoring at least 4.0 on the eCafe overall course evaluations, and through other forms of review (e.g., Evaluations from Center for Teaching Excellence).
3. Develop course syllabi with clear objectives and requirements, instructional materials, grading procedures and evaluation materials that conform to accreditation standards.
4. Demonstrate active participation in departmental discussions regarding curriculum and program development and achievement of program goals.
5. Provide academic advising to MBTSSW students, as assigned.

Recommended:

1. Oversee students in directed reading or individual/group research projects: SW499/SW699 or SW743/744 or 746.
2. Serve on dissertation committees within the MBT SSW.
3. Mentor Ph.D. students in teaching practicum, if appropriate.

Encouraged:

4. Serve on dissertation committees outside of the MBT SSW
5. Chair dissertation committees, if eligible

B. Research and Scholarship Accomplishments

Research is the active pursuit of knowledge discovery, development, and dissemination. Faculty members are expected to demonstrate the level of achievement and reputation in research/scholarship that is commensurate with their rank.

Research/Scholarship accomplishments are evaluated by peer-reviewed publications, presentation at professional forums, and active participation in research projects. Order of authorship is considered in tenure and promotion decisions and should reflect faculty rank. For example, it is expected that junior faculty members develop their own program of research and serve as first author on related publications. Publications in high-ranking social work and SW related journals are strongly recommended. Senior faculty members who spend a great deal of time mentoring and publishing with doctoral students and junior faculty would be recognized as research active although they may be second or last author on an article. Demonstrating leadership in research (i.e., as Principal or Co-Principal Investigator) is expected for promotion to full professor. Other examples of research and scholarship include grant proposal submission and non peer-reviewed academic publications.

Required:

1. Publish an average of 1.5 articles a year in peer-reviewed journal publications. Preference will be given to articles published as first or sole authored and that are in high-ranking journals (as measured by an impact factor of 1 or higher, or other equivalent measure).
2. Present on research/scholarship at least once a year in a professional forum outside of the MBTSSW.
3. Be a principal investigator or co-principal investigator (lead researcher) of at least one research project each year. In this case, research is broadly defined to include empirical study, conceptual or theoretical exploration, policy analysis, evaluation, and systematic literature review.

Recommended:

4. Publish at an average rate of 2 peer-reviewed journal articles per year.
5. Apply for at least one grant proposal on a yearly basis or administer one on a yearly basis.

Encouraged:

6. Publish a variety of publications, such as books, book chapters, edited books, publically available reports, etc.
7. Facilitate the scholarly development of, and publish/present with, students from MBTSSW.

C. Service

Service is an essential component to the success of the social work profession and is a responsibility of all faculty members. Faculty service contributes to an individual's growth and development, supports the functioning of the school and the university, and enhances the reputation of the school. Service is evaluated based on faculty involvement in services in the four domains: school, university, community, and profession. Active participation and demonstration of leadership in any of these services are highly valued. Demonstration of service involvement includes the following:

Required:

1. Participate as a member in an average of two MBTSSW committees or subcommittees each year. Have demonstrable attendance and contributions to these committees.
2. Provide leadership in at least one committee or subcommittee (as a sequence chair, committee chair, etc.).
3. Provide service to at least one community group in Hawai'i based on your professional expertise, such as serving on community boards, professional boards or committees, professional task-groups, etc.

Recommended:

4. Demonstrate involvement and active participation in University level committees or other task/work groups
5. Serve as a grant or journal reviewer or editorship for a national organization or publication.
6. Serve professional or community organizations at the national and/or international level.

Encouraged:

7. Provide professional consultation to legislators, news media, etc.
8. Provide technical assistance (i.e., helping agencies to write grants, invite to consult on research projects, etc) to community organizations or professional organizations.

UH Manoa Requirements for Promotion for I Faculty

Promotion to Assistant Professor. Required are: 1) an earned doctorate in the relevant field; 2) evidence of competence and increasing professional maturity as a teacher; and 3) evidence of scholarly research and contribution to scholarship or other related creative activity which shows scholarly ability, accomplishment and promise.

Promotion to Associate Professor. Required are: 1) evidence of a mature level of performance as a teacher and the versatility to contribute to all levels of the School's instructional program; 2) evidence that the candidate is progressing to become an established scholar in his or her discipline; and 3) evidence of participation in the academic affairs of the University, such as through service on appropriate faculty committees, and willingness to use professional competence in the service of the profession and the general community.

Promotion to Professor. Required are: 1) evidence of a mature level of performance and achievement as a teacher and the versatility to contribute to all levels of the School's instructional program; 2) evidence of the significance and distinction of the candidate's scholarly achievement, showing that he or she is clearly at the forefront of the discipline or field; 3) evidence of leadership in the academic affairs of the University and willingness to use professional competence in the service of the profession and the general community; and 4) evidence of significant accomplishment in the profession and the appropriate discipline.

Tenure

Tenure will be considered for eligible faculty members when a rank of Associate Professor or higher is reached. Tenure is not awarded for years of service. Rather, a consideration for tenure is based on: 1) evidence of prior or the potential for future

service in an area of essential need to the University and the School; and 2) evidence of leadership in the faculty member's academic area of expertise.

For the Assistant Professor seeking tenure as an Associate Professor, the applicant should be progressing toward 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 is a form that involves review by independent referees if 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. 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.

Criteria, Expectations and Guidelines for Tenure and Promotion of Specialist (S) Faculty

The School criteria and guidelines for promotion for S faculty conform to *Criteria and Guidelines for Faculty Tenure/Promotion Application, with reference to the 2009-2015 UPHA/UH Agreement*. Signposts for evaluation (below) are copied from the *Appendix B Supplemental Guidelines for Librarians, Specialists, or Extension Agents*
http://manoa.hawaii.edu/ovcaa/faculty/tenure_promotion_contract_renewal/

At each promotion level for specialist, the faculty must produce evidence on the following key performances:

- A. Demonstrate increased professional productivity
- B. Display increased professional maturity
- C. Exercise independent professional judgment competently
- D. Trained with appropriate degree for each level – assistant (masters plus 30 graduate hours), associate (doctorate and 4-year experience at assistant), and full specialist (doctorate and 4 years experience at associate).
- E. Demonstrate a level of specialty achievement of the professional
- F. Establish professional stature with respect of local and national colleagues
- G. Be a contributor to the standards, techniques and methodology of the profession
- H. Must have interaction with the local and broader professional community beyond the university.

Illustrations of valid areas of endeavor: Illustrations of activities are listed below for the purpose of assisting "S" faculty candidates in making a case for promotion or tenure. The School expects that each Specialist will have accomplishments in each of the

three main areas of endeavor: (1) Professional Activities (Instruction-Related, Program/School Administration); Scholarship (Research and Evaluation); and Service (School, University, Community, Profession). Faculty specialists are expected to demonstrate proficiency in each of the three categories although the School also recognizes that endeavors and their weight will vary as the tasks and their implementation are based on the Specialist job description. In addition, the faculty specialist must meet minimum criteria for tenure and/or promotion as specified by the Board of Regents. Specialist may use the lists of activity/function below as **guidance of possible evidence** for each category.

Specialist Activities

Specialist faculty engage in a variety of activities focused on providing support for academic and research success, as well as facilitating the overall mission of the university or the program/service of responsibility. Support activities encompass a broad spectrum ranging from administrative duties to efficient response to the changing needs of students and community for social work education. Professional activities may include categories of administration, program development, teaching, and providing or participating in continuing education. Service activities refer to a broad spectrum of activities that include those that support the internal organization of the university; those activities having to do with the professional bodies which provide the faculty specialist with professional identify and status; and activities that normally occur outside the institution which and are related to the faculty member's professional expertise and/or responsibilities. Service includes that which is provided to the school, university, profession and community. Scholarly activities utilize research, evaluation, and program development. Research and evaluation tasks ensure that programs and services within area of responsibility are relevant and that they are meeting student, institutional and community need. 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. Scholarly activities may include categories of professional development, program development and evaluation, obtaining external funding, and/or research. Listed below are various examples that may serve as an overall framework for measurement and for providing evidence of overall faculty specialist activities as required by the Dean and that reflect the candidate's job description.

Professional Activities: Instruction-Related, Program/School Administration

1. Program monitoring and evaluation

Activity: List/describe assessment and evaluations conducted, revised, and/or developed. Indicate role.

2. Development, revision, and implementation of policies in given area of responsibility.

Activity: List/describe specific policies and indicate role.

3. Plan, order, and secure resources for use in support of program.
Activity: List/describe specific nature of resources secured; specify if resources used for BSW, MSW, PHD program.
4. Administer, coordinate, and/or supervise activities and programs.
Activity: Describe primary responsibilities for programs (e.g., MSW orientation, MBT convocation) administered, arranged, or coordinated. Specify deliverables. Include relevant committee membership and roles. Describe and specify responsibilities according to job description.
5. Provide verbal and written report of work responsibilities
Activity: Describe and specify responsibilities according to job description.
6. Systematically identify and assess student and community needs for social work education within area of primary responsibility
Activity: State purpose, describe activities, groups convened, deliverables, how used.
7. Conduct program planning, development, decision-making and implementation to respond to student and program needs within area of responsibility
Activity: State purpose, describe activities, groups convened, deliverables, how used.
8. Conduct information, developmental workshops/seminars.
Activity: State purpose, describe activities, groups convened, deliverables, evaluation results.
9. Develop effective learning aids and teaching materials within area of responsibility
Activity: State purpose and target group, describe learning aids developed/revised, evaluation results.
10. Supervise student learning via internships, practica and research
Activity: Describe activity; as appropriate, state practica responsibilities and /or nature of research and instructional faculty collaboration if any.
11. Develop and improve techniques, procedures and materials relevant to area of responsibility
Activity: Identify and describe techniques, procedures and materials developed/revised for courses, administrative procedures, student services.
12. Design, develop and teach academic courses when assigned.
Activity: Identify course(s), SLO, instructional philosophy, evaluation results.

Service to School, University, Community, Profession

Service to the School and University

1. Provide Advisement to students.

Activity: Identify/describe nature of advisement (e.g., academic planning, career development, social support, mediation of academic/practicum difficulties).

2. Participate in School and University Committees.

Activity: Identify committee memberships, role/responsibilities, note leadership activities (e.g., subcommittees), deliverables, produced if any.

3. Chair School and University Committees.

Activity: Identify committees, chair responsibilities, activities deliverables produced if any.

Service to the Community

4. Serve on Agency/Program Board at the Local (Hawai'i) and National Community Level.

Activity: Identify agencies, program boards, etc., describe roles/responsibilities, note leadership activities, significance to school, deliverables produced if any.

5. Participate in Community/National Task Group/Work Groups.

Activity: Identify task or work groups, describe role/responsibilities, note leadership activities, significance to school, deliverables produced, if any.

6. Serve as project consultant.

Activity: Identify projects, nature of consultation and/or technical assistance, describe role/responsibilities, note leadership activities, significance to school, deliverables produced, if any.

7. Provide unpaid teaching/lecturing/presentation to community.

Activity: Identify training, guest presentations provided, community groups involved, evaluation results, if any.

8. Engage in Media Service (TV, radio/news interviews, etc.).

Activity: Identify interviews, presentations, editorial comments, professional opinions provided and dates.

Service to the Profession

9. Participate in professional organization committee.

Activity: Identify committee membership (e.g., NASW-HI or national leadership identification, legislative committee), role/responsibilities, note leadership activities, deliverables produced, if any.

10. Organize/present conferences for faculty/community education

Activity: Identify presentations, role/responsibilities, note leadership activities, deliverables produced, if any.

11. Serve as journal reviewer.

Activity: Identify journal, types of manuscript(s) reviewed.

12. Serve as grant reviewer.

Activity: Identify funding agency, types of grant applications reviewed.

13. Other professional administrative tasks, as assigned by Dean.

Activity: Identify and describe tasks, including role/responsibilities, and deliverables produced.

Scholarship: Research, Evaluation, and Program Development

1. Evaluate success, effectiveness, user satisfaction, and utilization of program of responsibility through formal evaluation methods.

Activity: List/describe assessment and evaluations conducted, revised, and/or developed. Indicate type of evaluation and method used. Name deliverables or products. Describe role, and if appropriate, state collaboration with other faculty (I & S).

2. Determine needs and interests of targeted service groups within area of responsibility through formal assessment methods.

Activity: List/describe assessments conducted, revised, and/or developed. Indicate nature of assessment and type of method used. Name deliverables or products. Describe role and if appropriate state collaboration with other faculty (I and S).

3. Plan, prepare, edit, and/or present written/oral reports of research/evaluation within area of responsibility.

Activity: List/describe written/oral reports of research and/or evaluation. Indicate dates of presentations and groups receiving information. Specify role and indicate leadership roles if appropriate. Also, state collaboration with other faculty or community/academic partners. Identify committee membership, role/responsibilities, note leadership activities, deliverables produced, if any.

4. Engage in professional activities that enhance visibility of MBTSSW.
Activity: Identify/describe activities (e.g., wrote press release), including purpose, medium used, deliverable and how activity enhanced school visibility.
5. Present papers or poster sessions at professional conferences.
Activity: Identify/describe papers, posts, training sessions delivered at professional conferences; indicate if participate was invitational, by competitive process, or other. Include name, date of conference/meeting and briefly describe evaluation results if any.
6. Participate in presentations, panels, or discussion groups at a professional conference, meeting.
Activity: Identify/describe participation in panels, discussion groups at professional conclaves. Indicate if participation was invitational, by competitive process, or other. Include name and date of conference/meeting and briefly describe evaluation results if any.
7. Remain current with literature and professional associations relevant to the position.
Activity: Indicate areas of interest and self-study/continuing education, membership in professional organizations and level of participation.

UH Manoa Requirements for Promotion for S Faculty

Promotion to Assistant Specialist. Required are: 1) evidence of competence, productivity and increasing professional achievement and maturity in the performance of assigned duties; 2) Master's degree and 30 credits of graduate study beyond the Master's in a field closely related to the position; 3) evidence of ability to perform duties calling for independent professional judgment in the field of specialization; 4) evidence of productivity; 5) indication of the capacity to supervise clerical help; and 5) at least three years previous experience at the next lower rank or equivalent.

Promotion to Associate Specialist. Required are 1) 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; 2) a doctorate in a relevant field; 3) at least four years of experience in the appropriate specialty; 4) evidence of the ability to plan and organize assigned activities and to supervise the work of assistants, if appropriate; 5) evidence of a level of professional achievement that reflects his or her stature as a contributor to the standards, techniques and methodology of the profession in comparison with peers at major institutions of higher education; and 6) evidence of interaction with the broader professional community beyond the university of Hawai'i.

Promotion to Specialist. Required are: 1) 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; 2) a doctorate in a relevant field; 3) at least four years of experience in the appropriate specialty in the next lower rank; 4) evidence of successful planning and organization of assigned activities, including the supervision of assistants, if appropriate; 5) evidence of professional achievement that establishes his or her stature as a substantial contributor to the standards, techniques and methodology of the profession in comparison with the whole of the professional community active at major institutions of higher education; and 6) evidence of significant interaction and leadership with the broader professional community beyond the University.

Myron B. Thompson School of Social Work
University of Hawai'i
GUIDELINES FOR FACULTY PERIODIC REVIEW

The University Faculty Periodic Review process allows for the review of tenured faculty every five years.

1. The Mānoa Chancellor's Office, in consultation with the Dean and the department chairs, will determine the list of faculty members whose work has not been reviewed for contract renewals, promotion, tenure, or receipt of a merit salary increase during the preceding five years.
2. By September 1 of that year, the SPC chair will notify each faculty member on the list and will solicit from the faculty member an academic profile and vitae (see below). Faculty must receive a copy of the Procedures as well as departmental expectations.
3. Faculty members will provide the following materials to the Chair of the School Personnel Committee (SPC) by the date provided to the candidate by the Chair and/or Dean:

The Academic Profile. Given the Faculty Member's position (Instructional or Specialist), the Faculty Member will provide a written summary of past teaching, research/scholarship and community service and other educational endeavors specific to the Faculty's position. This summary will be for the specified time period and need not exceed 3-4 pages. It will also include up-to-date curriculum vitae.

4. The review materials will be reviewed by the Chair. Where no deficiencies are identified, and when the Chair determines that the professional activities of a faculty member being evaluated meet reasonable expectations as established by the faculty of the School of Social Work and the and the SPC Policies/Procedures, she/he will so inform the faculty member and the Dean, and the review is concluded. A review that results in an unsatisfactory assessment will be forwarded to the Dean by February 1 for his/her response.

University of Hawai'i
Myron B. Thompson School of Social Work
School Personnel Committee

GUIDELINES FOR CONTRACT RENEWAL EVALUATIONS
FOR TENURE TRACK INSTRUCTIONAL FACULTY AND SPECIALISTS

Introductory Comments

There are two objectives of the Personnel Committee's evaluation of the material submitted by tenure-track instructional faculty and specialists:

1. To provide an assessment and recommendation to the Dean for contract renewal review evaluations. This process is formalized through the completion of the UH appointment recommendation form.
2. To provide the faculty member or specialist with more detailed written feedback intended to be useful in his/her professional development. This feedback will be provided only to the candidate.

For instructional faculty, both components of this evaluation process will focus on the faculty member's teaching, scholarship and service. For specialists, the evaluation will focus on how the specialist has met the responsibilities outlined in his/her position description. Please refer to the *2009-2015 UHPA/BOR-UH Agreement, Article XII.E*).

Guidelines for Preparation of Materials for Evaluation

For instructional faculty:

The evaluation of probationary faculty in ranks 2 and 3 will be conducted in beginning of years 2 and 4 for the previous years. Faculty will submit six (6) copies of a summary document not to exceed seven (7) double-spaced pages, supplemented with the appendices described below. The document will be clearly divided in three categories describing teaching, research/scholarship and service.

- I. Teaching:
 - A. In no more than one page, summarize your educational and teaching philosophy and approach to the courses you taught in the previous academic year. Emphasize what you feel is unique or valuable in your teaching methods or techniques.
 - B. Submit summaries of the school's evaluations of all courses you taught over the prior academic year or *years* including mean scores and school norms for

all items. If qualitative evaluations are used; the candidate should also include these evaluation forms for all courses taught in the previous year and summarize the content. Any other evaluation forms, including forms incorporating open-ended questions, are optional and may be included in the appendix. Also, candidates must include a statement of plans in response to student evaluations in addition to the presentation of student evaluative data.

C. Provide your course outlines and bibliographies in the appendix.

II. Research/Scholarship:

A. Provide full references for work published or accepted for publication since appointment or last review divided by 1) books, 2) refereed journals, 3) non-refereed journals, 4) chapters in books by others, 5) book reviews and 6) works submitted for publications. Clearly indicate the percent of the publication that you contributed.

B. In a separate list, indicate the title, authorship sequence, organizational setting, and date of scholarly presentations at professional conferences since appointment or last review.

C. Briefly describe the direction of your ongoing scholarly work.

III. Service

In listing your service activities in the categories described below, clearly distinguish between your remunerated and non-remunerated service activities.

A. Service to School: Provide a summary of your School committee work and other contributions you have made to the School's programs and development. Emphasize those activities in which you have assumed a leadership role.

B. Service to the University: Provide a list of your University committee work and your other activities that have contributed to the University's programs and development. Again, any leadership roles should be emphasized.

C. Service to the community and state: Provide a summary of community service activities including agency board memberships, agency consultations, workshops and lectures and other services provided to community service organizations. Emphasize leadership roles and offices held.

- D. Service to the profession: Provide a summary of your participation in local, regional, national and international professional organizations; on journal editorial boards; leadership roles in the preparation and implementation of regional, national, and international professional workshops and conferences; and other related activities. Emphasize those activities in which you had a leadership role.

IV. Appendices:

The following should be appended to your summary:

- A. An updated comprehensive Curriculum Vitae.
- B. Computer printouts of all teaching evaluations.
- C. Course outlines and reading lists distributed in your courses during the previous academic year.

For tenure-track specialists:

Probationary faculty will be reviewed in years 2 and 4 for the previous years. Candidates will submit six (6) copies of a document not to exceed seven (7) double-spaced pages. Your document should be divided into the following areas:

- I. Job descriptions: A detailed description of your current job description.
- II. A brief statement, not exceeding two (2) pages describing your approach to meeting the objectives of your job description. The candidate should also describe planned future professional directions and contributions.
- III. A description of the constituency of your position (e.g., faculty, students, field instructors)
- IV. Evaluations of your professional performance from your identified constituents.
- V. Summary statements of: 1) professional activities, 2) scholarly efforts, 3) service in your field.

Specialist personnel should follow the Criteria for Tenure/Promotion Specialist Series - approved by the School.

NOTES:

1. Instructional faculty and specialists are not expected to have engaged in all the activities suggested in the above outline. The items in the outline, however, provide a guide for preparing your materials. The SPC is not requesting a lengthy dossier (copies of your publications and papers are not to be included in your material). The focus will be on the summaries suggested above.

2. On the year prior to the one in which the faculty member or specialist intends to apply for promotion or tenure, the individual may request a more comprehensive evaluation by preparing a summary conforming to detailed TPRC guidelines.
3. Refer to University and School guidelines for criteria used by the SPC in recommending tenure and promotion.

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