

Approved:

Criteria for Promotion & Tenure

Provost

Date: Instructional Faculty
 Department of Special Education, University of Hawaii
Approved 3/29/2021

The Department of Special Education expects faculty to participate in a range of activities within and across teaching, research, and service including contributions to programmatic and institutional learning outcomes.

AREA: Teaching

Promotion to Assistant Professor	Promotion to Associate Professor	Promotion to Full Professor	Sources of Evidence for Meeting Criteria <u>May</u> Include:
Doctorate in special education or related field Documented evidence of teaching experience in higher education	<input type="checkbox"/> Documented mature, effective, and versatile performance in teaching <input type="checkbox"/> Quality graduate student advisement activities	<input type="checkbox"/> Documented mature, effective, and versatile performance in teaching <input type="checkbox"/> Model of excellence in teaching <input type="checkbox"/> Quality graduate student advisement activities	<ul style="list-style-type: none"> ● Student course evaluations ● Peer teaching evaluations ● Unsolicited comments ● Innovative course syllabi ● Leadership in curriculum & program development ● Scholarly expertise applied in teaching ● Written teaching philosophy ● Peer/student evaluation/-feedback on interdepartmental teaching activities ● Alternative course delivery modes/use of technology ● Integration of community engagement and outreach ● Instructional mentoring ● Collaborative instructional activities ● Number/range of courses taught ● Number/level of students taught ● Number of students advised ● Student advising activities ● Number/content of thesis/paper advisement ● Number/content of other student activities/support

* The Department of Special Education recognizes and values collaborative scholarship. Applicants for promotion and tenure are expected to provide an honest assessment of their percent of contribution to collaborative scholarly activities. Confirmation of contributions from co-authors should be included.

AREA: Research/Scholarly Achievement

Promotion to Assistant professor	Promotion to Associate Professor	Promotion to Full Professor	Sources of Evidence for Meeting Criteria <u>May</u> Include:
<p>Evidence of research or scholarly activities that indicates an emerging research agenda</p> <p><i>(Research/scholarly activities may include authorship of peer reviewed journals and/or professional presentations at the local, national, or international level)</i></p>	<ul style="list-style-type: none"> ☐ Focused research agenda and established record of scholarship ☐ On average, one or more well-respected peer-reviewed journal publications per year. ☐ On average, one or more professional presentations at well-respected national conferences per year. 	<ul style="list-style-type: none"> ☐ Established leader in one or more fields of scholarship ☐ On average, one or more peer-reviewed publications in well-respected professional journals per year ☐ On average, one or more professional at well-respected presentations at the national/international level per year. 	<ul style="list-style-type: none"> ☐ Refereed journal articles (theoretical, quantitative, qualitative, or practitioner-focused) ☐ Invited journal articles ☐ Textbooks ☐ Textbook chapters ☐ Book reviews ☐ Research, demonstration, and training grants ☐ Research/monographs/technical reports ☐ Program evaluation reports ☐ Personnel training materials ☐ Curricular materials ☐ Refereed or invited conference presentations ☐ Printed conference proceedings ☐ Engaged scholarship that sustains a community of scholars embedded within and integral to Native Hawaiian communities and values

AREA: Service

Promotion to Assistant Professor	Promotion to Associate Professor	Promotion to Full Professor	Sources of Evidence for Meeting Criteria <u>May</u> Include:
Demonstrated effectiveness in working and collaborating with others (e.g., students, colleagues, faculty, staff, administrators)	<ul style="list-style-type: none"> ☐ Membership on faculty committees at the Department and College level ☐ Community service activities ☐ Participation in local, national, and/or international professional organizations ☐ Effective work with students, colleagues, faculty, staff, and administrators 	<ul style="list-style-type: none"> ☐ Membership and leadership on faculty committees at the Department, College, and University level ☐ Community service activities ☐ Leadership in local, national, and/or international professional organizations ☐ Effective work with students, colleagues, faculty, staff, and administrators 	<ul style="list-style-type: none"> ☐ Departmental committees ☐ Course/program development ☐ College committees ☐ University committees ☐ State/Regional/National/International service (Workshops, boards of directors, task forces, professional committees) ☐ Engaged community-based service activities with Native Hawaiian and other communities ☐ Professional consultation ☐ Membership in professional organizations ☐ Letters of support ☐ Evaluation/feedback on guest lectureships ☐ Workshop evaluations

Note: Applicants must follow the University of Hawaii at Manoa_Criteria and Guidelines for Faculty Tenure/Promotion Application posted each year at:

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

Criteria for Promotion & Tenure
Specialist Faculty
Department of Special Education, University of Hawaii

The Department of Special Education expects specialist faculty to participate in a range of endeavors within and across professional activities (administrative, programmatic, or direct service), research/scholarship (research/evaluation, and professional development), and service (university, professional, and community) thereby demonstrating a balance of professional contributions.

1. **For promotion**, specialist faculty must demonstrate competence, productivity, versatility, increasing maturity, and independent judgment in professional activities (assigned duties), research/scholarship, and service. **Additionally**,

- For promotion to **Assistant Specialist**, faculty must have at least 3 years experience as a junior specialist or equivalent, and 30 credits beyond a Master’s degree in a relevant field.
- For promotion to **Associate Specialist**, faculty must have at least 4 years experience as an assistant specialist or equivalent, and a doctorate in a relevant field.
- For promotion to **Specialist**, faculty must demonstrate leadership, have at least 4 years experience as an associate specialist or equivalent, and have a doctorate in a relevant field.

AREA: PROFESSIONAL ACTIVITIES

Promotion to Assistant Specialist (S3)	Promotion to Associate Specialist (S4)	Promotion to Specialist (S5)	Sources of Evidence for Meeting Criteria <u>May</u> Include:
<input type="checkbox"/> Demonstrates competence in field of specialization. <input type="checkbox"/> Performs assigned functions and carries out routine duties competently. <input type="checkbox"/> Works effectively with students, colleagues, faculty, staff, and administrators <input type="checkbox"/> Demonstrates productivity and versatility under general supervision.	<input type="checkbox"/> Demonstrates increasing professional maturity in field of specialization. <input type="checkbox"/> Performs functions competently with independent professional judgment <input type="checkbox"/> Plans and organizes assigned activities, including work of assistants when appropriate <input type="checkbox"/> Works effectively with students, colleagues, faculty, staff, and	<input type="checkbox"/> Demonstrates professional maturity and leadership in field of specialization <input type="checkbox"/> Performs functions skillfully with independent professional judgment. <input type="checkbox"/> Plans, organizes, and initiates activities including the work of assistants when appropriate <input type="checkbox"/> Works effectively with students, colleagues, faculty, staff, and administrators <input type="checkbox"/> Uses professional expertise to plan and direct programmatic activities. <input type="checkbox"/> Demonstrates autonomous productivity and versatility	<input type="checkbox"/> Student Support Activities <ul style="list-style-type: none"> <input type="checkbox"/> Advisement <input type="checkbox"/> Mentoring <input type="checkbox"/> Evaluation and Feedback <input type="checkbox"/> Seminars/instruction <input type="checkbox"/> Communication via e-mail, phone, mail <input type="checkbox"/> Program Support Activities <ul style="list-style-type: none"> <input type="checkbox"/> Administration, coordination, collaboration <input type="checkbox"/> Staff supervision <input type="checkbox"/> Fiscal management <input type="checkbox"/> Record-keeping <input type="checkbox"/> Correspondence <input type="checkbox"/> Dissemination & marketing <input type="checkbox"/> Program Development <ul style="list-style-type: none"> <input type="checkbox"/> Conducts needs assessment <input type="checkbox"/> Arranges, coordinates, or supervises participation in activities <input type="checkbox"/> Develops and improves techniques, procedures and materials

	administrators <input type="checkbox"/> Demonstrates productivity and versatility with minimal supervision.		
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AREA: *SCHOLARLY ACTIVITIES

Promotion to Assistant Specialist (S3)	Promotion to Associate Specialist (S4)	Promotion to Specialist (S5)	Sources of Evidence for Meeting Criteria <u>May</u> Include:
<input type="checkbox"/> Emerging record of scholarship in professional activities <input type="checkbox"/> Collects and manages data relevant to field of specialization	<input type="checkbox"/> Active and expanding record of scholarship in professional activities <input type="checkbox"/> Manages, summarizes and analyzes data relevant to field of specialization	<input type="checkbox"/> Established record of scholarship in professional activities <input type="checkbox"/> Independently and collaboratively carries out major projects of importance to the University and the community.	<input type="checkbox"/> Conference Presentations <input type="checkbox"/> Program Evaluation reports and/or presentations <input type="checkbox"/> Professional Development <ul style="list-style-type: none"> <input type="checkbox"/> Scholarly Publications <input type="checkbox"/> Single and collaborative authorship <input type="checkbox"/> Refereed <input type="checkbox"/> Non-refereed <input type="checkbox"/> Non-print media <input type="checkbox"/> Grant proposals and/or awards <input type="checkbox"/> Documents/tools that assist in research being conducted by others <input type="checkbox"/> Other professional activities that enhance visibility and prominence of the unit/institution

** The Department of Special Education recognizes and values collaborative scholarship, and does not ascribe greater weight to single authorship/presentation of scholarly activities compared to multiple authorship/presentation. Candidates for promotion and tenure are expected to provide an honest assessment of their contribution to collaborative scholarly activities.*

AREA: SERVICE

Promotion to Assistant Specialist (S3)	Promotion to Associate Specialist (S4)	Promotion to Specialist (S5)	Sources of Evidence for Meeting Criteria <u>May</u> Include:
<input type="checkbox"/> Participation in service to the Department	<input type="checkbox"/> Participation in Service to the Department and	<input type="checkbox"/> Participation and leadership in service to the Department, College,	<input type="checkbox"/> Committee membership at the University, College, and Department levels

<input type="checkbox"/> Participation in community service activities <input type="checkbox"/> Participation in local, national, or international professional organizations	College <input type="checkbox"/> Active involvement in community service activities <input type="checkbox"/> Participation in local and national, and/or international professional organizations	and University level <input type="checkbox"/> Community leadership through service activities <input type="checkbox"/> Participation and leadership in local and national, and/or international professional organizations	<input type="checkbox"/> Interagency collaboration <input type="checkbox"/> Community service <input type="checkbox"/> Planning and implementing conferences, workshops, inservice activities, etc. <input type="checkbox"/> Service in Professional Organizations
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**CRITERIA AND GUIDELINES FOR FACULTY TENURE/PROMOTION
APPLICATION
UNIVERSITY OF HAWAI‘I AT MANOA
2009-2015 UHPA/UH Agreement**

Tenure Criteria for Specialist Faculty

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.

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).

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.