

Approved:

*James D. Kardol* 3/9/21  
UHPA

Date

University of Hawai'i at Mānoa

LIBRARY AND INFORMATION SCIENCE PROGRAM (LIS)

CRITERIA AND GUIDELINES FOR

LIS FACULTY CONTRACT RENEWAL, TENURE AND PROMOTION

Approved:

*Michael Bruno*  
Mānoa Provost's Office

March 12, 2021

Date

**Contents.**

**Article I. Preamble**

- Section 1. Contract Renewal Process
- Section 2. Tenure and Promotion Process
- Section 3. Periodic Review

**Article II. Convening the UHM LIS Program Ad-hoc Faculty Personnel Committee (LIS FPC)**

- Section 1. LIS FPC Purpose
- Section 2. Convening of UHM LIS FPC
- Section 3. Activities of UHM LIS FPC Chair
- Section 4. Deliberations of UHM LIS FPC
- Section 5. Recommendation of the ad-hoc UHM LIS FPC to the Department/School DPC

**Article III. Contract Renewal**

- Section 1. Introduction
- Section 2. Research milestones
- Section 3. Teaching milestones
- Section 4. Service milestones
  - Section 4a. Note on Service*
- Section 5. Elements of the Contract Renewal document

**Article IV. Tenure and Promotion to Associate Professor**

- Section 1. Research: Scholarship and Creative Activity
  - Section 1a. Scholarly research and publication*
  - Section 1b. Criteria for Publications*
  - Section 1c. Supplemental materials to support a candidate's research narrative:*
  - Section 1d. Metrics.*
  - Section 1e. Professional scholarly engagement*
  - Section 1f. Grants, Funded research*
  - Section 1g. Collaborative work and Community-based endeavors*
- Section 2. Teaching: Instruction and Innovative Pedagogy
  - Section 2a. Items for consideration*
- Section 3. Service: Community Engagement
  - Section 3a. LIS Field - local, national, international service*
  - Section 3b. University contributions*
- Section 4. Elements of Tenure Dossier for tenure and promotion to Associate Professor

**Article V. Promotion to Professor**

**Article VI. Conclusion**

**Appendices.**

- Appendix I. Relevant Strategic Plans
- Appendix II. Resources: Contract Renewal
- Appendix III. Resources: Candidacy for Associate Professor
- Appendix IV. Resources: Candidacy for Full Professor

## **ARTICLE I. PREAMBLE**

The mission of the University of Hawai'i at Mānoa Library and Information Science Program (UHM LIS) is to educate leaders in the information professions. UHM LIS advances faculty excellence through research, teaching, and service with an emphasis on serving Hawai'i and the Asia-Pacific region. To maintain quality assurance for the UHM LIS Program as an accredited entity with the American Library Association, LIS faculty are regularly evaluated at the program, department, college and university levels, based on their research, teaching, and service activities, involving stakeholders within and beyond the university. The faculty assessment process is built internally via the UH Mānoa tenure and promotion procedure, and supported externally via peer evaluation of faculty members by colleague LIS scholars locally, nationally, and internationally.

Faculty appointment, contract renewal, and tenure and promotion are governed by the most current version of the Agreement between the University of Hawai'i Professional Assembly (UHPA) and the Board of Regents of the University of Hawai'i, referred to as the UH Faculty Agreement. Criteria and guidelines for faculty contract renewals and tenure and promotion are described in Articles III, IV, and V of this document.

Decisions on job renewals and on promotion and tenure of LIS faculty are rooted in a formal review of a faculty member's capabilities in research, teaching, and service. A tenured LIS faculty member serves as a mentor to guide the tenure-track colleague through the contract renewal process, and the necessary documentation of accomplishments leading up to the compilation and submission of the tenure and promotion dossier.

### **Section 1. Contract Renewal Process**

The contract renewal process is initiated by the Department/School Chair. Assistant Professors are eligible for contract renewal every two years until the granting of tenure. This renewal generally occurs at years 2 and 4 of the tenure-track probationary period. A faculty member's progress is reviewed at the unit level by the LIS Faculty Personnel Committee (FPC), and is transmitted via the DPC to the Department/School Chair; these reviews are shared with the candidate prior to being transmitted to the Dean for approval or final determination. For details on the contract renewal process, refer to Section III: Contract Renewal.

### **Section 2. Tenure and Promotion Process**

The tenure and promotion process is initiated by the Department/School Chair. Applications from assistant to associate professor and from associate to full professor are first reviewed by the ad hoc LIS FPC, a subcommittee of the full Department/School Personnel Committee (DPC). For details on the composition and responsibilities of the ad hoc committee, refer to Article II: Convening the UHM LIS Faculty FPC. For details on promotion to associate and full professor levels, refer to Article IV: Tenure and Promotion to Associate Professor and to Article V: Promotion to Professor.

### **Section 3. Periodic Review**

Once faculty are granted tenure, a periodic assessment is conducted every five years. The assessment provides faculty the opportunity to document their continuing contributions to research, teaching, and service. This review is initiated by the Department/School Chair. More details are provided in Section V: Promotion to Professor.

**ARTICLE II.**  
**CONVENING THE UHM LIS PROGRAM AD-HOC FACULTY**  
**PERSONNEL COMMITTEE (LIS FPC)**

**Section 1. LIS FPC Purpose**

The LIS FPC serves as a Program-level ad hoc subcommittee of the full Department/School Departmental Personnel Committee (DPC). Its purpose is to allow tenure-track LIS faculty to have senior colleagues (who are tenured faculty) within the candidate's academic discipline to review the candidate's dossier, and ultimately make recommendations to the Department/School Departmental Personnel Committee (DPC).

**Section 2. Convening of UHM LIS FPC**

All LIS faculty at or above the rank sought by the candidate are eligible to serve on the LIS FPC.

Eligible LIS faculty may not refuse to serve, though they may formally recuse themselves.

Candidates may exclude one eligible faculty member from the LIS FPC via email notification to the Department/School Chair by the end of the summer semester before the university dossier due date.

The LIS FPC should formally convene at the end of the semester *before* the university's dossier due date to plan and coordinate review, and dissolve once the candidate's dossier has been formally evaluated by the Department/School DPC, and the results transmitted to the Department/School Chair.

**Section 3. Activities of UHM LIS FPC Chair**

The LIS FPC Chair is elected by secret ballot at the first meeting.

During the first eight weeks of the convening of committee, the LIS FPC Chair coordinates the selection of a total of six external reviewers as follows: three external reviewers selected by the LIS FPC members, and three external reviewers selected from a list of six to ten scholars submitted by the candidate. At the time of the candidate submitting their list of external reviewers, candidates may request, in writing, to exclude no more than two external reviewers.

A note on external reviewers: external reviewers should have some subject knowledge of the candidate's area of expertise and be a tenured faculty member or emeriti at a research tier-one university (comparable to the University of Hawai'i). Candidates should be made aware that while their list of external reviewers should be scholars familiar with their work, those scholars should *not* be colleagues with whom they have published.

Once the dossier is submitted and the DPC established, the LIS FPC Chair sets meetings to review and discuss the dossier among the FPC, conducts all votes, drafts the evaluation letter and submits the final evaluation letter to the Department/School DPC.

The LIS FPC Chair is the point of contact with the DPC Chair, the Office of the Vice Chancellor of Academic Affairs (OVCAA) and other external stakeholders connected to dossier review.

**Section 4. Deliberations of UHM LIS FPC**

The LIS FPC reviews the dossier and external review letters, composes the evaluation report, and votes on whether to recommend the candidate for tenure and promotion. LIS FPC members may not abstain from voting.

All voting is conducted by secret ballot.

In the event of a negative recommendation by the ad-hoc LIS FPC, the LIS FPC Chair may elect to share the committee's findings with the candidate, who has 48 hours to respond. Upon response from the candidate, the LIS FPC may revise its evaluation report and revote based on the candidate's response.

### **Section 5. Recommendation of the ad-hoc UHM LIS FPC to the Department/School DPC**

The LIS FPC communicates its recommendations to the DPC in the form of an evaluation letter and the results of the vote. The LIS FPC Chair presents the committee's findings to the DPC for discussion and questions prior to the Department/School DPC vote.

## **ARTICLE III. CONTRACT RENEWAL**

### **Section 1. Introduction**

Based on the University of Hawai'i Contract Renewal Guidelines per the UHPA/BOR Agreement 2017-2021, tenure-track faculty are considered probationary faculty members eligible for contract renewal every 2 years until the granting of tenure, at no more than 7 years total time served. This means that contract renewal generally occurs at years 2 and 4 of the tenure-track probationary period. Case in point, the OVCAA also states that during the tenure-track years, junior faculty members are "reviewed every two years during their probationary period, per Article XII, Section E" ("Contract Renewal," OVCAA website). To that end, the UHM LIS Program's guidelines for contract renewal milestones, are as follows:

### **Section 2. Research milestones**

First renewal. The contract renewal document should articulate a research focus and achievements that contribute to the mission and vision of the UHM LIS Program; demonstrate evidence of active publication efforts with at least three (3) peer-reviewed publications published, in-review, or accepted, and/or grant applications submitted (at least one)

Second renewal. The contract renewal document should demonstrate evidence of an active research focus and agenda via at least (6) six peer-reviewed publications published, in-review, or accepted, community contacts and engagement within LIS and/or local endeavors, and/or grant applications submitted or in review, whether funded or not-funded (at least one).

### **Section 3. Teaching milestones**

First renewal. The contract renewal document should illustrate ways in which the candidate has successfully taught at least 6 classes (taking into account first year course releases) with consistent high quality teaching evaluation scores and feedback, and advising incoming students as assigned.

Second renewal. The contract renewal document should illustrate ways in which the candidate has successfully taught at a full teaching load over the course of four years with consistent high quality

teaching evaluation scores and feedback, advising incoming students as assigned, plus demonstrated involvement and/or contribution to the UHM LIS Program curriculum via establishment of a teaching repertoire, teaching of new courses created, involvement in the curriculum committee, co-teaching, and other relevant activities.

#### **Section 4. Service milestones**

First contract renewal. The contract renewal document should discuss the candidate's positive contributions to LIS Program initiatives via participation on a Program committee or planning or hosting Program events, and active involvement and/or leadership in state/national/international professional associations.

Second contract renewal. The contract renewal document should discuss the candidate's positive contributions to LIS Program initiatives via participation on a Program committee or Program events, plus create and/or advise a Program initiative, and active involvement and/or leadership in state/national/international professional associations.

#### ***Section 4a. Note on Service***

As part of a professional school, pre-tenure LIS faculty should plan some state, national, and/or international involvement in professional associations, but should also keep in mind that research and teaching are primary objectives for pre-tenure faculty and that service at the national and/or international level is tertiary to being engaged in the imperative responsibilities of conducting meaningful research and teaching at a high-quality level.

#### **Section 5. Elements of the Contract Renewal document**

The University of Hawai'i has very specific requirements for composing the contract renewal document. It is anticipated that junior faculty will familiarize themselves with these requirements and submit their documents as required. To that end, the following elements are featured in the contract renewal package:

- Curriculum Vitae (with publications delineated between pre-UHM and UHM)
- Research philosophy + narrative (includes accomplishments and relevant metrics)
- Teaching philosophy + narrative (includes accomplishments and relevant metrics)
- Service philosophy + narrative (includes accomplishments and relevant metrics)
- Supplemental materials (e.g. letters, journal article acceptances, conference acceptances)

Examples of successful contract renewal documents of previous LIS faculty submissions are located in the LIS Repository Google Drive >> Standard 3: Faculty >> Tenure and promotion. Additionally, candidates are encouraged to attend the UHM Center for Teaching Excellence workshops on curating dossiers and also to take advantage of their dossier library to see how other Mānoa campus units approach tenure and promotion.

### **ARTICLE IV.**

## **TENURE AND PROMOTION TO ASSOCIATE PROFESSOR**

### **Section 1. Research: Scholarship and Creative Activity**

Research within the field of library studies, archives, and information science (LIS) requires an interdisciplinary approach and synthesis of community-based investigation and engagement, over

time. This tenet is particularly relevant within the context of the University of Hawai‘i at Mānoa, which is a “community-serving university grounded in a Hawaiian place of learning” (UH Mānoa Vision Statement, [Strategic Plan 2015-2021](#)). The UHM LIS Program also embraces a research stance that involves interdisciplinarity and a collaborative spirit towards exploring intersecting knowledge-based systems that contribute to local, national, and international discourse where “information connects, supports and respects diverse populations” (UHM LIS Program, [Vision Statement, 2014](#)). To that end, it is anticipated that tenure-track faculty build a cogent research agenda within their realm of expertise that is interdisciplinarily inclusive of diverse ways of knowing, living, and being in the world.

### ***Section 1a. Scholarly research and publication***

The LIS Program values research that is rigorous and respected throughout the Library and Information professions and other fields. It is anticipated that candidates will be published in peer reviewed journals and other scholarly outlets. The LIS field is interdisciplinary and embraces various approaches to research and scholarship. For example, what counts as research and scholarly inquiry for a faculty member of the School Library Media field will be different from a faculty member of the Archives field. As a Program, we highly value scholarly rigor in multiple forms which includes, but is not limited to single- and double-blind peer-reviewed research in notable academic publications applicable to a candidate’s specialized field.

### ***Section 1b. Criteria for publications***

To stay on-task for submitting a substantive dossier for application, tenure-track LIS faculty are expected to publish scholarly research that demonstrates a high degree of productivity, and makes impactful contributions to the field. The LIS Program recommends that candidates strive to publish at least two (2) peer-reviewed journal articles and/or papers within the LIS, archival and other fields (e.g. computer science, education, history, social sciences), per academic year, towards tenure.

As an outcome of positive contract renewals during years 1-4, for the tenure dossier, it is anticipated that the candidate will have published a combination of at least 5-8 publications that are impact-substantiated with traditional scholarly research metrics (e.g. Web of Science, Scopus, Google Scholar) and/or emerging alternative metrics (e.g. PlumX, Research Gate, Academia.edu). While peer-reviewed journal articles, conference papers, books, and book chapters are of primary importance in establishing research productivity and impact, evidence of scholarly activity can also include publications such as: guest editorship of an issue of a peer-reviewed journal, peer-reviewed editorials in journals, moderation or participation on a juried panel at a peer-reviewed conference, monographs, white papers, social media engagement substantiated with metrics, nontraditional open access journals, new and alternative publication and presentation venues and metrics.

The UHM LIS Program values publications and other creative activities of a type that permit review by independent referees as being of primary 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. To that end, research and creative activities may include the following:

- Publications in print or under contract (peer-reviewed journal articles, books, monographs, chapters in books and edited volumes, critical essays, conference proceedings, edited journal issues, extended abstracts, etc.);
- Public lectures, talks, papers delivered at professional meetings, papers or talks delivered at departmental seminars or workshops, and talks at symposia and colloquia;
- Summer and other research seminars or workshops attended, research undertaken in specialized settings, extra- and intramural grants, fellowships and other awards or support;
- Reports of or presentations on research collaborations involving interdisciplinary, outreach, and community work, often called community-engaged research;
- Work published in digital formats;
- Unpublished writings; works in progress.

***Section 1c. Supplemental materials to support a candidate's research narrative:***

- Papers published on campus, including those circulated to other campuses, such as technical reports, policy documents, or working papers;
- Published reviews of the candidate's work;
- Evidence that the candidate is using the results of her/his research (in her/his writing, and/or in her/his courses);
- Confidential evaluations of published and unpublished writing by qualified persons outside the Department/School (in tenure and promotion cases only), obtained by procedures established by the University and the DPC;
- Non-confidential evaluations of the candidate's published and unpublished writing solicited by the Department/School DPC from tenured members of the LIS Program (the candidate will be shown these evaluations and may respond to them in writing);
- Letters from others who are familiar with the candidate's research and writing; the candidate will be shown these evaluations and may respond to them in writing;
- Statements by the candidate.

Because the LIS Program is an accredited, professional school we also value research written to inform the profession via national and international professional associations that may not be peer reviewed. Librarian and archivist practitioners rely on LIS scholars to communicate research findings and impacts in the field, so we recognize that some trade-based endeavors should also be counted as part of an LIS Program's scholarship. We also recognize that peer review for book chapters may take a different form than refereed journals. It is up to the candidate to clearly articulate the relevance and quality of such publications as part of their dossier. Impact of professional publications can be demonstrated by reviews, citations, mentions, and correspondence. We make this explicit because some LIS professional association venues do not do blind-peer review, but still can be considered as research. It is up to candidates to justify their reason for such publications.

***Section 1d. Metrics.***

Many of the metrics described here are designed primarily for the social science model, but we recognize that LIS faculty may create research that follows different scholarly patterns, for example, the primary objective of historians is to create monographs published by a university press or other scholarly publisher. In this model, a scholarly monograph with five substantial chapters sent for external review and subsequently published through a reputable academic press could count as the equivalent of five journal articles. However, it is up to the candidate to demonstrate the value of the research by documenting the book's peer review process, and book

reviews from the professional and scholarly press. Because of this difference, we use these metrics because we also recognize that citation metrics place monographic publications at a distinct disadvantage because Web of Science, Google Scholar and many other citation databases do not index books or book chapters, rendering them invisible in a full analysis of a scholar's contributions

The LIS Program supports the UHM Open Access Policy and is concerned with the scholarly publishing crisis in which certain commercial publishers are creating monopolies of scholarly journals and raising subscription prices that unfairly burden libraries and students alike. For this reason, the LIS Program (1) encourages LIS faculty to publish with university presses and well-established scholarly and professional associations and to avoid predatory publishers (including predatory open access publishers), and (2) encourages LIS faculty to share research in open access repositories, such as UHM's Scholarspace, and (3) author Open Education Resource (OER) publications.

### ***Section 1e. Professional scholarly engagement***

The LIS Program recognizes that research can take different forms in the 21st century, such as the digital humanities scholarship model, which encourages interdisciplinary creative research. These new research models can help shape new scholarly or critical understandings that can change society or help call attention to social problems, or even suggest policy solutions. LIS values scholarly engagement--such as curating critical digital exhibits and collaboratively developing digital projects--that uses new ways of presenting primary and secondary research. LIS recognizes that this work may be conducted by LIS faculty members and/or in partnership with librarians, archivists, and scholars from different disciplines.

Other professional activities that can be considered scholarly engagement include discussion of peer-reviewed work; research-focused labs and institutes; keynote addresses and other invited speaking engagements (local, national, and international); invited participation in scholarly workshops and the products of such engagement; and presentations (including poster sessions) at colloquiums, conference sessions, and webinars.

### ***Section 1f. Grants, Funded research***

Grant applications are an important part of scholarly research output for the field of library and information science. To this end, it is anticipated that candidates will be able to demonstrate efforts of submitting grant applications to support their research agenda and to engage students in research.

### ***Section 1g. Collaborative work and Community-based endeavors***

The LIS Program values interdisciplinary collaborative research and community-based endeavors that centers and offers opportunity for LIS students, local LIS practitioners and community members. Such activities include participatory action research and community-engaged research. Tenure-track faculty members are encouraged to network and engage with local professionals and organizations. This collaborative work can take form in grant projects, collective endeavors, and IRB-sanctioned field research with accompanying peer-reviewed publications.

## **Section 2. Teaching: Instruction and Innovative Pedagogy**



Library and information science is a broad discipline that incorporates professional and research praxis from public, school, and academic libraries to archival studies and information technology. UHM LIS Faculty members are expected to teach within their disciplinary specialization and to be able to offer broad instruction across the curriculum. It is expected that LIS faculty will create curriculum-appropriate courses and continuously update those courses as appropriate to maintain currency in the field. LIS faculty, unless otherwise negotiated, teach two (2) courses per semester (four [4] courses per academic year).

The UHM LIS Program is also a core unit of the Communication & Information Sciences Interdisciplinary PhD Program (CIS). LIS faculty are encouraged to teach and mentor students in the CIS program, as well as participate in the CIS Program's administration and leadership.

### ***Section 2a. Items for consideration***

Excellence in teaching may be demonstrated in a number of ways including teaching evaluations; unsolicited notes from current or former students; nominations for and/or winning of teaching and mentoring awards (local, national, international); leadership of and/or participation on thesis and dissertation committees; guiding students in independent research and/or directed study; involving students in research projects and initiatives, including community-engaged research. Such activities are specified as follows:

- Student evaluations (required), preferably those provided by the Department/School, for all courses taught since hire;
- A repertoire of courses the candidate has taught, and the candidate's contribution to curriculum development;
- A selection of syllabi, instructional notes, assignments, and examinations used in the candidate's courses, as well as student writing annotated by the candidate;
- Teaching awards and award nominations from the Department, the College, the University, and other sources;
- Any formal peer evaluations (by senior faculty members chosen by the Department/School Chair, conducted according to procedures established by the Department/School, and placed directly in the candidate's personnel file);
- Informal peer evaluations (by faculty chosen by the candidate, and conducted according to procedures determined by the candidate and the evaluator);
- Written comments by students, and any accompanying responses by the candidate;
- Recordings of classes taught by the candidate;
- Letters from others who are familiar with the candidate's teaching or her/his other instructional activities;
- Statements by the candidate.

### **Section 3. Service: Community Engagement**

Service within the LIS field involves active participatory work with local, national, and international communities. For the assistant professor level, the LIS ad hoc FPC anticipates that junior faculty will connect with LIS colleagues in Hawai'i for the purpose of promoting the LIS Program and library and archival work throughout the islands to ensure that the LIS curriculum remains relevant. In this vein, service does not necessarily garner research impacts or outcomes, but rather, bolsters and builds community relationships that are vital to local cultural norms in Hawai'i. To that end, the following items may be considered for service work in the LIS field:

**Section 3a. LIS Field - local, national, international service via:**

- Local/state LIS-related professional associations
- National/international LIS-related professional associations
- Peer-reviewer for reputable peer-reviewed journal articles and/or book chapters
- Service on editorial boards for journals focusing on one's specialization and also with topics highlighting equity, diversity, and/or the Asia-Pacific region

**Section 3b. University contributions**

- A record of the project, thesis, examination, and dissertation committees that the candidate has served on or chaired;
- Service in faculty governance (e.g. faculty meeting topics, UHM Faculty Senate)

**Section 4. Elements of Tenure Dossier for tenure and promotion to Associate Professor**

The tenure dossier is a formidable document that must conform to a specific textual presentation as required by the University of Hawai'i at Mānoa. It is anticipated that tenure-track faculty will familiarize themselves with these requirements and submit their documents as required. To that end, the following elements are featured in the tenure and promotion dossier package:

- Curriculum Vitae (with publications delineated between pre-UHM and UHM)
- Research philosophy + narrative (includes accomplishments and relevant metrics)
- Teaching philosophy + narrative (includes accomplishments and relevant metrics)
- Service philosophy + narrative (includes accomplishments and relevant metrics)
- Bibliography of publications from time of hire (includes full bibliographic information, i.e. page numbers, doi or URL for online publications)
- Supplemental materials (supporting evidence such as copy of highlighted publications (full papers), letters, contracts, etc.)

Examples of successful tenure and promotion dossiers of previous tenure-track faculty are located in the LIS Repository Google Drive >> Standard 3: Faculty >> Tenure and promotion.

**ARTICLE V.  
PROMOTION TO PROFESSOR**

**Section**

**1.**

**Introduction.**

Our criteria for promotion to Professor are an extension of those for promotion to Associate Professor, and are integrated with university-wide standards maintained at the Office of the Vice Chancellor for Academic Affairs (OVCAA). The relevant section from the 2020-2021 guidelines for tenure and promotion via the OVCAA is quoted below:

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. For promotion to full Professor it is expected that peer reviewed scholarship will be published – not just accepted for publication – prior to submitting an application for promotion. Funded research grants and 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 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. (Criteria and Guidelines for Faculty Tenure/Promotion Application University of Hawai‘i at Mānoa September 2020, p. 12)

Promotion to Full Professor requires that the applicant make a strong, evidence-based case for the quality and significance of their research, teaching, and service, and how their achievement in each area surpasses that expected of an Associate Professor. To meet the university-level standards, evidence of achievement should include all of the required elements, and some, if not most, of the other forms of evidence listed below:

### **Section 2. Research**

- **Required:** Peer-reviewed publications in competitive, high-impact venues. These may include journal articles, conference papers or book chapters. First- and sole-authored works provide the most direct evidence of individual achievement, but collaboratively authored works are also encouraged, all of which should include a percentage contribution.
- Scholarly book(s) published by a university or similar high-quality press
- Citations to previously published work
- Principal Investigator (PI), Co-PI or Co-Investigator on applied for and/or funded research grants
- Research awards, appointments or other recognition
- Leadership in building research communities, through traditional or alternative venues
- Engaging students in research
- Invited keynote talks and presentations
- Other peer assessment of research, e.g. reviewer feedback

### **Section 3. Teaching**

- **Required:** Results of systematic evaluation of all course-related instructional activities (e.g. eCAFE course evaluations)
- Chair, thesis or dissertation committees
- Member, thesis or dissertation committees
- Member of thesis or dissertation committees outside LIS/CIS
- Teaching awards and other formal recognition of teaching excellence
- Direction of independent study courses (LIS 699, CIS 699)
- Creation and implementation of new course proposals
- Creation and implementation of new educational programs
- Invited guest lecturer in other departments and/or universities

The application for full professor should show not only continued quality instruction, but also evidence of creating new and innovative courses, new teaching methods, and other ways of improving instructional value. It is up to the applicant to find appropriate metrics for demonstrating excellence in instruction.

## Section 4. Service

### To the LIS/CIS Programs

- Chair, Associate Chair
- Committee Chair, Pathway Lead, Exam Committee Chair
- Committee member
- Advisor to student groups and professional organizations
- Mentoring junior faculty

### To the University/College

- Chair of a major university or college committee
- Member of a major university or college committee
- Member of a governing body of college or university (e.g. Faculty Senate, Graduate Council)

### To the Profession

- Editor/Associate Editor of a major research journal
- Editor/Associate Editor of other journals
- Member of editorial board or consulting editor of a journal
- Officer/Division Chair of a research or professional organization (e.g. ALA)
- Chair of conference organization committees/tracks
- Reviewer for major research publications, conferences and/or funding agencies
- Service on advisory boards for research projects and professional organizations
- Serving as an external reviewer for faculty tenure and promotion dossiers
- Serving on an accreditation team (e.g. American Library Association's Committee on Accreditation (COA))

### To the Community (professionally-related activities only)

- Leadership in community engagement projects and events
- Guest lecturer/speaker at community events
- Paid community service (e.g. paid consulting)
- Volunteer work
- Participation in news/media (including TV, radio, print, internet, etc.)

Being a professional school, service is a very important part of one's duties as an associate and full professor. While assistant professors only need to serve on Program Committees, associate and full professors should lead important committees and be actively involved in program governance. Faculty should also demonstrate service to student learning, such as serving on or chairing MA theses, Ph.D. dissertation committees, and guide independent research projects. LIS faculty should also serve on UHM campus and UH system committees, including Graduate committees, CIS Governance, and Faculty Senate. They also should serve on scholarly and professional associations, review scholarly books and journals, edit journals and serve on editorial boards.

## **ARTICLE VI. CONCLUSION**

This policy document is being enacted during the transitional period of a UHM campus-wide reorganization during the 2020-2021 academic year, which involves the UHM LIS Program moving from the Information and Computer Sciences Department of the College of Natural Sciences to a new School of Communication and Information (tentative name) of the College of Social Sciences. This document is being enacted to provide clear criteria and standards for contract renewal and tenure and promotion current tenure-track LIS faculty members.

Due to this transitional period, especially within the context of the effects of the global pandemic, COVID-19, LIS junior faculty members are encouraged to compose a Memorandum of Understanding (MOU) or a Memorandum of Agreement (MOA) between themselves, appropriate Dean(s), and the OVCAA to articulate their plan of action for contract renewal and tenure and promotion for the next two years<sup>1</sup> while the new School of Communication and Information (tentative name) is structured and finalized.

This policy document was unanimously voted and approved by the LIS Faculty on 11 December 2020. Changes and clarifications suggested by Beverly McCreary, Assistant Vice Chancellor for Academic Personnel, were implemented 6 January 2021.

---

<sup>1</sup> Per LIS Faculty Meeting on October 9, 2020, with OVCAA as guest attendee; per College of Social Sciences (CSS) Design Group meeting with the Dean of the College of Social Sciences on November 30, 2020.

**APPENDIX I.**  
**RELEVANT STRATEGIC PLANS**

- [2015-2025 UH Mānoa Strategic Plan](#)
- [UHM College of Social Sciences Governance Documents](#)
- [UH Mānoa LIS Program Strategic Plan 2020-2025](#)

**APPENDIX II.**  
**RESOURCES: CONTRACT RENEWAL**

- [OVCAA Contract Renewal](#)
- [UHPA Memorandum of Understanding with UHM in response to COVID-19](#)
- [UHPA >> Workplace >> Tenure, Promotion, and Contract Renewal](#)

**APPENDIX III.**  
**RESOURCES: CANDIDACY FOR ASSOCIATE PROFESSOR**

- [UHM Criteria and Guidelines for Faculty Tenure/Promotion 2020-2021 \(September 2020\)](#)
- [UHM College of Social Sciences Assessment of Faculty Activities \(June 2016\)](#)
- [UHM School of Communication and Information Science \(new school\) Guidelines for Tenure and Promotion, Contract Renewal, and Periodic Review \(date: TBD\)](#)
- [UHM Department Personnel Documents](#)
- [UHM College of Education \(COE\) Department Of Curriculum Studies Personnel Policies and Procedures for Contract Renewal, Tenure and Promotion \(October 2017\)](#)
- [UHM School of Communications \(COM\) Guidelines for Tenure and Promotion, Contract Renewal, and Periodic Review \(September 2017\)](#)
- [UHM School of Communications \(COM\) DPC Procedures \(August 2020\)](#)

**APPENDIX IV.**  
**RESOURCES: CANDIDACY FOR FULL PROFESSOR**

- [UHM Department of Communicology Criteria for Faculty Tenure and Promotion](#)