

**Office of Public Health Studies  
Departmental Personnel Committee (DPC)  
Procedures for Contract Renewal and for Tenure and Promotion Review**

**I. Composition and Duties of the Departmental Personnel Committee (DPC)**

- A. The DPC will include at least five tenured members of the OPHS faculty at the same rank or higher than the promotion candidate is seeking. Committee members will be elected in a vote by secret ballot of the OPHS faculty.
- B. A candidate for promotion and tenure may exclude a committee member for concerns of conflict of interest.
- C. If there are not enough faculty members in OPHS to comprise the DPC, the Dean in consultation with the OPHS Director/Chair may appoint ad hoc members from other departments.
- D. The DPC will review materials provided by candidates for promotion and tenure (including I, S, and R faculty members), for probationary faculty in tenure-track positions applying for contract renewal, and for faculty on limited-term appointments seeking re-appointment in the Office of Public Health Studies (OPHS). The DPC considers the evidence and provides a written assessment of the strengths and weaknesses.
- E. As specified in the OPHS Governance Document, a majority vote of the faculty is taken to recommend the Director/Chair for a three-year term.

**II. DPC Procedures for Contract Renewal and for Tenure and Promotion Review**

The DPC will conform to the minimum requirements as described in *Article X pages 18 -19 of the UHPA (2009-2015) contract* and to *Criteria for Promotion and Tenure, John A. Burns School of Medicine* (adopted June 2009).

- A. The DPC will use the appropriate University of Hawai'i criteria for I, S, and R series when evaluating candidates.
- B. Probationary faculty in tenure-track positions are reviewed by the DPC for contract renewal after their first and third years in hire. For faculty hired August 1, contract renewal is conducted in their second and fourth fall semesters. For faculty hired after August 1, contract renewal is conducted in their third and fifth fall semesters. Probationary faculty must complete and submit Part IV (Endeavors) of the current UH Manoa Tenure and Promotion application. This must be submitted to the department director/chair by the deadline set by the university.
- C. Faculty members applying for tenure and/or promotion complete the full dossier as outlined in the current UH Manoa Tenure and Promotion application. This must be submitted to the department director/chair by the deadline set by the university.
- D. For faculty members applying for tenure and/or promotion, DPC members also will consider materials provided in the dossier, including opinions of external reviewers. External reviewers (contacted by the department chair) are individuals who are from peer institutions, are expert in the candidate's specialty so they can judge the quality of the candidate's scholarship and service, and are at the rank the faculty member is seeking or higher. They should not be friends or former dissertation advisors of the candidate.
- E. The DPC values collegiality in all roles (teaching, research, and service) and will assess the candidate's collegiality regarding (for example) relationships with colleagues, willingness to share in academic and administrative tasks, objectivity, respect, and professional integrity.
- F. The DPC will review the materials submitted and discuss the candidate's strengths and weaknesses.
- G. The DPC will conduct a vote by secret ballot for and against each candidate.

Revised April-May 2015 and approved by OPHS faculty on May 7, 2015.

- H. The DPC will prepare a written narrative to the director/chair, noting the candidate's strengths and weaknesses and providing the result of the vote. For tenure and/or promotion, the summary also is inserted in the dossier.
- I. The DPC will meet on a timely basis (usually in October) once applications are completed.
- J. The DPC's recommendation and findings regarding contract renewal, tenure, and promotion will be transmitted to the director/chair in November.
- K. As outlined in UH procedures, the director/chair writes an independent assessment of the candidate's strengths and weaknesses. This assessment is included in materials forwarded to the Dean.
- L. Materials for candidates for tenure and/or promotion also will be reviewed by a University-wide Tenure and Promotion Review Committee, then the Chancellor, and finally the Board of Regents.
- M. Annual review of I, S, and R faculty is conducted by the three-member, standing, OPHS Personnel Committee based on OPHS standards. In September, the Personnel Committee will request completed annual review forms and updated CVs from faculty members, which are due in October. Review findings are transmitted to the OPHS Director/Chair by December 1.
- N. Periodic review of tenured faculty is conducted every 5 years by the OPHS Director/Chair, following the Procedures for Evaluation of Faculty at UH Mānoa (see 2014-2015 Procedures for Evaluation of Faculty at UH Mānoa [revised 2014]). By September 1, the OPHS Director/Chair will notify each faculty member to be reviewed, and solicit an academic profile. The reviewed faculty member will provide an academic profile to the OPHS Director/Chair by December 1. By February 1, the OPHS Director/Chair will prepare a written report for the faculty member and the Dean. The report will state whether the faculty member's activities meet departmental expectations, and if not, what deficiencies exist. If deficiencies are identified and the faculty member agrees with the OPHS Director/Chair's identification of deficiencies, the faculty member and the OPHS Director/Chair will develop a mutually-agreeable professional development plan (PDP) to address them. Where the faculty member disagrees with the OPHS Director/Chair's identification of deficiencies, procedures will be followed in accordance with the 2014-2015 Procedures for Evaluation of Faculty at UH Mānoa [revised 2014].

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

The OPHS 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/](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 page 5 of this document; for Research faculty, see page 8.) The department expects that each I faculty member will have accomplishments in each of the three main areas of endeavor: 1) Teaching; 2) Research/Scholarly Activities; and 3) Service. Each dossier will differ one from another in effort and time spent in the distinct areas, but significant activity is expected in all three areas, and all effort is expected to be of the highest quality.

#### **A. Teaching**

All teaching must be done in a fair and professional manner with clear objectives of instruction and evaluation methods, distinctly stated. Instruction must lead students to master public health competencies, increase professionalism, and hold high ethical standards. Willingness to teach in the area of one's expertise at any level appropriate to department function and in any role is important. This includes undergraduate teaching, graduate teaching, field supervision, and continuing education for public health professionals. Participation is valuable in a variety of teaching situations, from sole responsibility of a course to in-depth mentoring of a public health student and community-based continuing education workshops. Also valued is use of techniques that expand educational opportunities to neighbor islands and

communities outside of Hawai'i, such as synchronous and asynchronous distance education. In addition, providing students with opportunities to collaborate with diverse communities as a part of their teaching is encouraged. Quality of teaching must be high, as reflected through eCAFE, teaching awards, and other evaluation mechanisms. OPHS standards for annual review related to teaching require that 9-month faculty members teach four courses per year and 11-month faculty members teach five courses per year and all faculty members evaluate their courses.

The following list describes possible ways in which to satisfy the teaching requirement (ordered in weight of importance):

1. Teach public health undergraduate and/or graduate school courses and seminars
2. Team-teach public health undergraduate and/or graduate school courses and seminars
3. Sponsor students in directed reading/research courses: 499 or 699
4. Chair on dissertation/thesis committees
5. Serve on dissertation/thesis committees and mentor graduate students, post-docs, and other junior researchers
6. Chair or lead an educational component of the OPHS graduate program
7. Provide lectures, workshops or training to faculty and public health professionals to build local capacity

#### **B. Research/Scholarly Activity**

This is defined as the development and dissemination of new knowledge or new insights into existing knowledge or competent mastery of one or more academic discipline[s] through continued systematic study. Also included are studies which are conducted in collaboration with public or private organizations and/or communities for the purpose of helping them assess public health problems, ensure the delivery of public health services, ensure the quality of health services, or develop public health policies. Research at any level must be supported by a written record. The evaluation of research is based on originality, independence, productivity, funding, and recognition in one's field at a local, national, and /or international level as evidenced by:

1. Publications. Provide the full citation so that order of authorship can be determined. In your promotion and tenure dossier narrative, comment on the significance and impact factor of the journals, and explain patterns in order of authorship. OPHS standards for annual review require that faculty members produce a minimum of 6 peer-reviewed publications over a 3-year period. In public health, it is common for articles to have multiple authors, and sole authored publications are less common. For junior and/or untenured faculty, it is important to be first or corresponding author on as many papers as possible. A secondary author position to a student, post-doc, or junior faculty is acceptable, since it usually signifies that the faculty member has mentored the individual. Authorship that includes community partners outside of the department (i.e., interdisciplinary work) and the university are encouraged.

When considering where to publish, note that publications at the top of the following list carry more weight.

- a. Original articles in national or international refereed journals
- b. Invited articles, book chapters, and books
- c. Original articles in local (state-level) journals
- d. Articles reprinted in professional society meeting reports
- e. Refereed abstracts

- f. Unrefereed abstracts and communications
  - g. Book reviews and letters to the editor
  - h. Technical reports for agencies and communities
2. Research support and activity. List funding in these sections. In the dossier narrative, comment on the significance of the type of funding, your role in securing the grant, and your role in the project. OPHS standards for annual review require that faculty members are principal investigator or co-investigators on at least one research project a year and participate on at least one other.

In the following hierarchical list, items at the top carry more weight:

- a. Funded national extramural research, training, service, and operational grants as PI
  - b. Funded state grants or contracts as PI
  - c. Funded intramural grants as PI
  - d. Co-I on funded extramural grants
  - e. Other team member on funded extramural grants
  - f. Co-I on funded state grants or contracts
  - g. Other team member on funded state grants or contracts
  - h. Participation as PI or investigator on unfunded research projects
  - i. Approved but not funded extramural grants
  - j. Approved but not funded intramural grants
3. Local, national, and/or international recognition in one's field. OPHS standards for annual review require that faculty members provide professional service for at least one national or international society.

Possible options for demonstrating recognition in one's field include:

- a. External evaluations from recognized experts in the field
- b. Citations by others of one's published work
- c. Receipt of awards and honors in one's field
- d. Service as an editor, editorial board member, or referee of a scholarly journal
- e. Membership on a committee of, or service as a consultant to a local, national, or international scientific society or reviewing body
- f. Invitations to participate in symposia and workshops
- g. Consultations with other professionals, media, etc.
- h. Professional consultant to government agencies and community-based health and social service agencies
- i. Presentations of research findings at local, national, and international conferences and meetings

### **C. Service**

Three classifications of service are important—service to the department/school, service to the university, and service to the community. They contribute to the individual's growth and development, support the functioning of OPHS and the university, and enhance the reputation of the university in Hawai'i and abroad. Leadership in any of these areas, such as being President/Chair, Vice-President/Chair, and/or Secretary/Treasurer is valued at a higher level. OPHS standards for annual review require that faculty members provide professional service for at least one national/international society and at least

one local public health organization each year.

The following list describes possible types of service:

1. Professional service as a committee member, officer, or manuscript/abstract reviewer in local, national, or international discipline-based societies
2. Participation in study sections or panels of government funding agencies, such as NIH or NSF or local funding agencies
3. Participation in committee governance at the OPHS and university level
4. Membership on dissertation and thesis committees outside of public health
5. Participation in activities within the off-campus community, such as science fair judge, presenter or consultant to government and community organizations, and member of Institutional Review Boards
6. Participation on community boards and committees, especially those of organizations dedicated to improving the health of the public
7. Participant in advocacy and public education through media, testimony, and public meetings
8. Communication to non-professionals in newspapers, newsletters or other lay publications

### **UH Mānoa 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; 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 department's instructional program; 2) evidence that the candidate is well on the way to becoming 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 department'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.

### **Requirements for 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, 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 OPHS 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 well on the way to becoming an established scholar in his or her discipline. The Associate Professor seeking tenure should be an established scholar whose scholarly contributions and recognition during the probationary period reflect this stature. The full Professor must be among the leaders in the scholarly discipline. In

general, publication in a form that involves review by independent referees is of first importance in establishing scholarly achievement. Other means by which scholarly and creative contributions to the discipline are reviewed, utilized, and evaluated by peers outside the University are also important. The faculty member should have participated in the academic affairs of the University, such as through service on appropriate faculty committees, and have shown a willingness to use professional competence in the service of the profession and the general community.

#### **IV. Criteria, Expectations, and Guidelines for Promotion of Specialist Faculty**

The OPHS criteria and guidelines for promotion conform to *Criteria and Guidelines for Faculty Tenure/Promotion Application, with reference to the 2009-2015 UHPA/UH Agreement*. Signposts for evaluation (below) are copied from *Appendix B Supplemental Guidelines for Librarians, Specialists, or Extension Agents* [http://manoa.hawaii.edu/ovcaa/faculty/tenure\\_promotion\\_contract\\_renewal/](http://manoa.hawaii.edu/ovcaa/faculty/tenure_promotion_contract_renewal/). Because OPHS has no tenure-track "S" faculty, guidelines for tenure are not provided.

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 are listed below for the purpose of assisting "S" faculty candidates in making a case for promotion. OPHS expects that each Specialist will have accomplishments in each of the three main areas of endeavor: 1) Professional Activities, 2) Scholarly Activities, and 3) Service. Faculty specialists are expected to demonstrate proficiency in each of the three categories. In addition, the faculty specialist must meet minimum criteria for promotion as specified by the Board of Regents. Specialists may use the lists of activity/function below as guidance of possible evidence for each category.

##### A. Professional Activities

Specialist faculty engage in a variety of activities focused on providing support for academic and research success as well as for facilitating the overall mission of the university or the unit to which they are assigned. Support activities encompass a broad spectrum ranging from administrative duties, to sensitive and efficient response to the changing needs of students and community for public health education. Professional activities may include categories of administration, program development, teaching, and/or continuing education aspects.

Listed below are various possible examples that may serve as evidence of overall professional activities:

1. Participate in the development, interpretation, revision, and implementation of policies and procedures governing a program/activity
2. Plan, order, and secure resources for use in support of programs/services

3. Administer, supervise, and/or coordinate programs or services
4. Perform general administration (write correspondence, keep records, prepare budgets, etc.)
5. Identify and assess student and community need for public health education in a systematic manner, and respond appropriately in program planning and management
6. Conduct program planning, development, decision making, and implementation, and secure extramural funds as necessary and appropriate
7. Perform program monitoring and evaluation to ensure that the original stated need is met or that needs have not changed
8. Make arrangements for, coordinating, and/or supervising participation in activities, programs
9. Develop and improve techniques, procedures, and materials
10. Participate in the development and/or revision of program literature
11. Design, develop, and teach academic courses
12. Provide individual or group advising and career guidance
13. Supervise internships, practica, and research
14. Conduct informational or developmental workshops and seminars
15. Design and implement teaching/instruction/research strategies based on selected goals, learning theory, and characteristics of learner/participant
16. Develop effective learning aids and teaching materials
17. Serve as advisor to student and community organizations and groups
18. Provide verbal and written support in related endeavors, including assigned academic and research projects
19. Provide guest presentations in academic classes

#### B. Scholarly Activities

Specialists utilize research and evaluation to ensure that programs and services are relevant and that they are meeting student, institutional, and community need. As needs change, this function allows a sensitive response and provides the basis for modification and change. In addition, "S" 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, evaluation, obtaining external funding, and/or research.

Listed below are various possible examples that may serve as evidence of overall scholarly activities:

1. Determine needs and interests of targeted service groups through formal assessment methods
2. Evaluate success, effectiveness, user satisfaction, utilization of program or service through formal evaluation methods
3. Plan, prepare, edit, and/or present written/oral reports of results of research/evaluation
4. Apply for and receiving fellowships, grants, and/or awards for research/evaluation purposes
5. Engage in professional activities that enhance research visibility and prominence of the unit/institution
6. Present papers or poster sessions at a professional conference, colloquium, seminar
7. Conduct research or other studies in field of specialization
8. Present of materials for publication in relevant journals, books, monographs, etc.
9. Participate in presentations, panels, or discussion group at a professional conference/seminar
10. Engage in formal study, workshops, meetings, seminars and conferences in order to improve professional competence
11. Study for/complete requirements for advanced degree, license, diploma, certification, etc., in a field relevant to the position involved

12. Remain current with literature and professional associations relevant to area of expertise (e.g., professional society membership, contributions to professional activities)

### C. Service

Service refers to a very broad spectrum of activities which is a significant portion of the "S" faculty role. Service activities include those that have to do with the internal organization of the university itself; those activities having to do with the professional bodies which provide the Specialist with professional identity and status; and activities which normally occur outside the institution itself and are related to the faculty member's professional expertise and/or responsibilities. Service activities may include categories of university service (including to OPHS), professional, and community service.

Listed below are various possible examples that may serve as evidence of overall service activities:

1. Serve as a member or chair of a OPHS, campus wide, or system wide committee
2. Work on faculty governance bodies, committees (e.g., Mānoa Faculty Senate, College Faculty Senate)
3. Serve as a mentor to colleagues, staff, students
4. Respond to both formal and informal requests for documentation of relevant data, proposals, reviews, and reports
5. Serve as a member of review/evaluation panel/committee
6. Act as special project leader or coordinator
7. Organize/present conferences/workshops for faculty development
8. Provide expertise/consultation in developing and/or teaching courses/workshops in collaboration with other university professionals
9. Review research, professional organization proposals, manuscripts
10. Serve as an editor of conference proceedings, as a journal editor, as a member of an editorial board or other professional publication in area of expertise
11. Serve as an officer and/or board member in a state, national, or international professional society in the area of one's expertise
12. Organize, chairing, or co-chairing a conference or conference session
13. Respond to requests to conduct workshops, seminars, and presentations in area of expertise
14. Consult and advise with professional colleagues
15. Responding to requests for comments on published materials
16. Work to provide options/opportunities for faculty development which also enhance the mission of the University
17. Provide uncompensated consultation to the community-at-large and to government agencies in area of expertise
18. Speak and make presentations to public groups and bodies
19. Serve on advisory boards, committees as related to area of expertise
20. Conduct conferences and workshops on campus for the benefit of the community at large
21. Provide expert testimony at legislative and public hearings, and/or meetings while serving as a representative of the university in area of expertise
22. Provide assistance to federal, state, or county agencies in area of expertise
23. Provide service to volunteer organizations in area of expertise

### **UH Mānoa 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



Revised April-May 2015 and approved by OPHS faculty on May 7, 2015.

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.

## **V. Criteria, Expectations, and Guidelines for Tenure and Promotion of Research Faculty**

The department 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/](http://manoa.hawaii.edu/ovcaa/faculty/tenure_promotion_contract_renewal/)

Illustrations of valid areas of endeavor are listed below for the purpose of assisting Research (R) faculty members in making a case for tenure and promotion. The department expects that each R faculty member will have accomplishments in: (1) Teaching; (2) Research/Scholarly Activities; and (3) Service. Each dossier will differ one from another in effort and time spent in the distinct areas, but significant activity is expected in all three areas, and all effort is expected to be of the highest quality.

### **A. Teaching**

Criteria for I faculty listed in section II (A) apply with the exception of items 1 (teach public health undergraduate and graduate school courses and seminars) and 2 (team-teach public health undergraduate and graduate school courses and seminars).

### **B. Research/Scholarly Activity**

See criteria for I faculty listed in section II (B).

### **C. Service Activity**

See criteria for I faculty listed in section II (C).

### **D. Tenure**

Revised April-May 2015 and approved by OPHS faculty on May 7, 2015.

See section on tenure for I faculty (page 5 above).

### **UH Mānoa Requirements for Promotion for R Faculty**

Promotion to Assistant Researcher. Required are: 1) an earned doctorate in the relevant field; 2) evidence of scholarly research and contribution to scholarship or other related creative activity which shows scholarly ability, accomplishment and promise.

Promotion to Associate Researcher. Required are: 1) evidence that the candidate is well on the way to becoming an established scholar in his or her discipline; and 2) 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 Researcher. Required are: 1) 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; 2) 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 3) evidence of significant accomplishment in the profession and the appropriate discipline.

### **VI. Statement of Expectations for OPHS Annual Review**

Annual review of I, S, and R faculty is conducted by the three-member Personnel Committee based on OPHS standards. These standards are based in the OPHS mission, goals, and objectives and are approved by OPHS faculty.

### **VII. Statement of Expectations for Periodic Review after Tenure**

#### **Instructional Faculty**

After an instructional faculty member has been granted tenure, s/he is reviewed by the university every 5 years. Review areas include Teaching, Research/Scholarly Activities, and Service. Faculty activity is recorded annually in the OPHS mandatory annual review, and these data can be the basis of Periodic Review. Activities are expected to vary across faculty members in terms of the amount of effort devoted to each. Therefore, exceptional achievement in one area can compensate for less activity in another. However, significant activity is expected in all areas, and tenured OPHS faculty must continue to meet OPHS standards for annual review.

**A. Teaching:** see examples given in section II (A)

#### **B. Research/Scholarly Activity**

1. Publications: see examples given in section II (B).
2. Research support and activity: see examples given in section II (B).
3. Local, national, and/or international recognition: see examples given in section II (B).

**C. Service:** see examples given in section II (C).

#### **Specialist Faculty**

Public Health has no tenure-track "S" positions.

#### **Research Faculty**

Revised April-May 2015 and approved by OPHS faculty on May 7, 2015.

After a research faculty member has been granted tenure, he/she is reviewed by the university every 5 years. Review areas include Teaching, Research/Scholarly Activities, and Service. Faculty activity is recorded annually in the OPHS mandatory annual review, and these data can be the basis of periodic review. Activities are expected to vary across faculty members in terms of the amount of effort devoted to each. Therefore, exceptional achievement in one area can compensate for less activity in another. However, significant activity is expected in all three areas, and tenured OPHS faculty must meet OPHS standards for annual review.

**A. Teaching:** Criteria for I faculty above apply with the exception of items 1 (teach public health undergraduate and graduate school courses and seminars) and 2 (team-teach public health undergraduate and graduate school courses and seminars).

**B. Scholarly Activity:** See criteria for I faculty above.

**C. Service:** See criteria for I faculty above.

**APPROVED:**

James D. Kondash 7/24/2015  
UHPA Date

**APPROVED:**

[Signature] 8/5/15  
Mānoa Chancellor's Office Date

Revised March 2012, Approved by OPHS Faculty April 5, 2012

Revised November 2013 based on feedback from the OVCAA, and approved by faculty.

Revised Sept 2014 based on feedback from the OVCAA, and approved by faculty.

Revised April-May 2015 and approved by OPHS faculty on May 7, 2015.